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ABSTRACT

This manual is intended to enable academically disadvantaged and disabled youth to acquire basic communications and English skills while also acquiring a salable vocational skill. The following topics are covered in the individual units: related vocational information (abbreviations); related vocational skills (job search, job application forms, and job interviews); personal development (literature and attitudes); writing skills (subject/verb agreement, complements, commas, paragraphs, and composition); parts of speech (adjectives and adverbs); library skills; practical usage (usage, roots, and prefixes and suffixes); and life skills (writing a business letter, addressing envelopes, using the telephone, using a newspaper, and banking). The manual includes 8 sections and 22 instructional units. Each unit contains performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests and assignment sheets. Depending on the specific objectives of a given unit, it may or may not include transparency masters, assignment sheets, and job sheets. (MN)

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English II

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ENGLISH II

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FOREWORD

Today, vocational teachers are faced with the difficult problem of teaching students who possess inadequate language and reading skills. However, the many different vocational fields demand well-educated students who possess the communication skills necessary for employment and vocational success. We believe that the most effective way to improve vocational education is through a sound instructional materials delivery system. Therefore, the content of *English II* builds upon *English I* and upon the material presented in the earlier *Vocational Related English.* This revision is intended to provide updated and extensive vocational-related application of such basic English skills as reading, writing, and practical usage. Attention also focuses on assisting students with life and study skills. With the use of this material, students will be better prepared to enter a trade and become skilled employees or employers.

The purpose of this manual is to provide a basic core of instruction in English. Although the format reflects a systematic approach to instructional materials development, the information in *English II* should be adapted to individual needs. It is intended that the materials be coupled with the instructor's own methods and experience to make the educational process complete.

Dr. Francis T. Tuttle, Director
State Department of Vocational
and Technical Education

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and Technical Education

PREFACE

The purpose of the Coordinated Vocational Education and Training (CVET) English text is to enable academically disadvantaged and handicapped youth to acquire basic knowledge in communications while also acquiring a salable vocational skill. *English II* emphasizes practical application of fundamental English skills and is designed at a level to allow students academic as well as vocational success. Therefore, this revised edition is an invaluable instructional source for building a solid foundation of knowledge in English and applied skills.

English II has been prepared for language arts instructors who have the responsibility for providing CVET students with reading, writing, and speaking skills applicable to occupational training. Coordinated planning between language arts and CVET instructors will help students reach their maximum academic and employment potential.

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Much of the work that goes into the making of a manual is not apparent when using the book. There are many people behind the scenes who make a publication possible. Appreciation is extended to all of the staff in the Graphics Division for making sure that the final typed copies and artwork were of the highest quality.

The Authors of this Publication

USE OF THIS PUBLICATION

Instructional Units

English II includes eight sections and twenty-two instructional units. The format used by the Oklahoma CIMC includes eight basic components that form a unit: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills that must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for safe and effective equipment operation. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching/learning process, it is important that teachers and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms which may have been used in this material.

A. Name--The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify--The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule--The individual communicates a relationship or principle that could be used to solve problems or perform tasks

D. Apply a rule--The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe–The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms:	Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish--The individual selects an object or event from two or more that are easily confused

Behavioral synonyms:	Discriminate, differentiate

G. Order--The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms:	Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct–The individual makes a physical object, a verbal statement, or a drawing

(NOTE: *Construct* is used when the finished product or result is important.)

Behavioral synonyms:	Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate--The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms:	Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis) assemble, (dis) connect

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught in accordance with your own methods and experience.

The objective sheet may be also used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and department. When changes in objectives are made, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in teacher material. The suggested activities page assists teachers during the preparation stage of the teaching/learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so that supplemental materials can be obtained, audiovisual materials prepared, and outside resources contacted. Duties of the teacher will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the teacher to supplement knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide motivation for each unit.

Transparency Masters (white pages in teacher material and green in student material)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class' attention to the topic of discussion.

Assignment Sheet (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges that are necessary prerequisites to skill devolopment. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided, when appropriate, and can be used by the student and/or teacher for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

A teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet according to the equipment and supplies available in the local situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Test (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test--eighty-five percent in most units--may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each question. The final unit grade should be obtained by using the paper/pencil score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the teacher in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *English II* has been abbreviated ENG II. The units are then numbered consecutively within each section. An example of a page number is ENG II - 1-A. Because CIMC publications are loose leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

Method of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder for the current unit of study. This is more convenient for taking the material home to study. Upon completion, each unit is then placed in a larger binder. The large binders may be purchased at cost from the CIMC. Some teachers store the material by units in filing cabinets or boxes until needed. All the units may be given out at once if desired.

Student materials should be provided for each student for best results. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. The tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the year.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

ABBREVIATIONS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to match specific abbreviations to their correct meanings. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match common metric measurements to their correct abbreviations.
3. Match standard measurements to their correct abbreviations.
4. Match time measurements to their correct abbreviations.
5. Match titles of respect to their correct abbreviations.
6. Match months to their correct abbreviations.
7. Match days of the week to their correct abbreviations.
8. Match words used in addresses to their correct abbreviations.
9. Match state names to their post office authorized abbreviations.
10. Match acronyms to words from which they have been developed.
11. Match agencies to their correct abbreviations.
12. Match common abbreviations to their correct meanings.

ABBREVIATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparency.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives

   E. Discuss information and assignment sheets.

   F. Allow time for oral recitation of abbreviations.

   G. Choose sides and have "spelling bee" using only abbreviations.

   H. Play "Abbreviation Bingo." Make the prize a free book from the scholastic book list.

   I. Have students find abbreviations in newspapers and telephone books.

   J. Give test.

   (NOTE: Allow two class periods for the test.)

   K. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency master: TM #1--United States Map Showing Official Post Office Abbreviations

   E. Assignment sheets

      1. Assignment Sheet #1--Write Metric and Standard Abbreviations

      2. Assignment Sheet #2--Write Abbreviations for Standard Liquid and Dry Measurements

      3. Assignment Sheet #3--Choose from a Grid Time Measurement Abbreviations

      4. Assignment Sheet #4--Choose from a Grid Abbreviations for Titles of Respect

SUGGESTED ACTIVITIES

5. Assignment Sheet #5--Write Abbreviations for Names of Months and Days

6. Assignment Sheet #6--Match Words Used in Addresses to Their Correct Abbreviations

7. Assignment Sheet #7--Write Post Office Authorized State Abbreviations

8. Assignment Sheet #8--Write Acronyms

9. Assignment Sheet #9--Write Agency Abbreviations

10. Assignment Sheet #10--Write Common Abbreviations

F. Answers to assignment sheets

G. Test

H. Answers to Test

III. Unit references

A. Warriner, John E., and Francis Griffith. *English Grammar and Composition*. New York: Harcourt Brace Jovanovich, Inc., 1977.

B. *The World Almanac and Book of Facts 1981*. New York: Newspaper Enterprise Associates Inc., 1981.

ABBREVIATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Abbreviation--Shortened form of a word

  B. Metric measurement--System of measuring based on meter

  C. Standard measurement--Official system of measuring in the United States

  D. Title of respect--Specific name showing person's rank, status, or profession

  E. Authorized--Approved

  F. Acronym--Word formed from the first letters or syllables of other words

  G. Blueprint--Detailed building plan

II. Common metric measurement abbreviations (Assignment Sheet #1)

(NOTE: No periods are used with metric or standard measurements except to prevent confusion.)

  A. cm--Centimeter

  B. mm--Millimeter

  C. km--Kilometer

  D. dm--Decameter

  E. cu--Cubic

  F. l--Liter

  G. gm--Gram

  H. cc--cubic centimeter

III. Standard measurement abbreviations (Assignment Sheet #1)

  A. Liquid measurement abbreviations (Assignment Sheet #2)

    1. tsp or t--Teaspoon

    2. tbsp or T--Tablespoon

    3. c--Cup

    4. pt--Pint

INFORMATION SHEET

5. qt--Quart
6. gal--Gallon

B. Dry measurement abbreviations (Assignment Sheet #2)

1. oz--Ounce
2. lb--Pound
3. bu--Bushel
4. pk--Peck
5. doz--Dozen
6. gr--Gross

C. Other measurement abbreviations

1. in --Inch
2. ft--Foot or feet
3. yd--Yard
4. mi--Mile
5. bd ft--Board foot or feet
6. cd ft--Cord foot or feet

IV. Time measurement abbreviations (Assignment Sheet #3)

A. s or sec--Second

B. min--Minute

C. hr--Hour

D. da--Day

E. wk--Week

F. mo--Month

G. yr--Year

H. B.C.--Before birth of Christ

I. A.D.--After birth of Christ

J. A.M. or a.m.--12 midnight until 12 noon

K. P.M. or p.m.--12 noon until 12 midnight

INFORMATION SHEET

V. Abbreviations for titles of respect (Assignment Sheet #4)

  A. Mr.--Man
  B. Ms.--Woman
  C. Mrs.--Married woman
  D. Dr.--Doctor
  E. Rev.--Reverend
  F. Fr.--Father
  G. Capt.--Captain
  H. Col.--Colonel
  I. Cpl.--Corporal
  J. Lieut. or Lt.--Lieutenant
  K. Sgt.--Sergeant
  L. Maj.--Major
  M. Hon.--Honorable
  N. Sen.--Senator
  O. Rep.--Representative
  P. Gov.--Governor
  Q. Pres.--President
  R. Jr.--Junior
  S. Sr.--Senior

VI. Abbreviations for months (Assignment Sheet #5)

  A. Jan.--January
  B. Feb.--February
  C. Mar.--March
  D. Apr.--April
  E. M.--May
  F. Je.--June

INFORMATION SHEET

G. Jl.--July

H. Aug.--August

I. Sept.--September

J. Oct.--October

K. Nov.--November

L. Dec.--December

VII. Abbreviations for days of the week (Assignment Sheet #5)

A. Sun.--Sunday

B. Mon.--Monday

C. Tue.--Tuesday

D. Wed.--Wednesday

E. Thurs.--Thursday

F. Fri.--Friday

G. Sat.--Saturday

VIII. Abbreviations used in addresses (Assignment Sheet #6)

A. St.--Street

B. Ave.--Avenue

C. Blvd.--Boulevard

D. Rd.--Road

E. Ln.--Lane

F. Dr.--Drive

G. Ct.--Court

H. R.R.--Rural route

I. R.F.D.--Rural free delivery

J. P.O. Box--Post office box

K. Rt.--Route

INFORMATION SHEET

IX. Post office authorized state abbreviations (Transparency #1; Assignment Sheet 7)

(NOTE: The District of Columbia, better known as Washington, D.C., is included here. These abbreviations take no periods.)

A.

1.	Alabama	AL
2.	Alaska	AK
3.	Arizona	AZ
4.	Arkansas	AR
5.	California	CA
6.	Colorado	CO
7.	Connecticut	CT
8.	Delaware	DE
9.	District of Columbia	DC
10.	Florida	FL
11.	Georgia	GA
12.	Hawaii	HI
13.	Idaho	ID
14.	Illinois	IL
15.	Indiana	IN
16.	Iowa	IA
17.	Kansas	KS

B.

1.	Kentucky	KY
2.	Louisiana	LA
3.	Maine	ME
4.	Maryland	MD
5.	Massachusetts	MA
6.	Michigan	MI
7.	Minnesota	MN
8.	Mississippi	MS
9.	Missouri	MO
10.	Montana	MT
11.	Nebraska	NE
12.	Nevada	NV
13.	New Hampshire	NH
14.	New Jersey	NJ
15.	New Mexico	NM
16.	New York	NY
17.	North Carolina	NC

INFORMATION SHEET

C.

1.	North Dakota	ND
2.	Ohio	OH
3.	Oklahoma	OK
4.	Oregon	OR
5.	Pennsylvania	PA
6.	Rhode Island	RI
7.	South Carolina	SC
8.	South Dakota	SD
9.	Tennessee	TN
10.	Texas	TX
11.	Utah	UT
12.	Vermont	VT
13.	Virginia	VA
14.	Washington	WA
15.	West Virginia	WV
16.	Wisconsin	WI
17.	Wyoming	WY

X. Acronyms (Assignment Sheet #8)

(NOTE: Acronyms are words that have been made from abbreviations. The first letters or syllables of several words are used to make a word.)

A. scuba--self-contained underwater breathing apparatus

B. WAC--Women's Army Corps

C. radar--radio detecting and ranging

D. UNESCO--United Nations Educational and Scientific Cultural Organization

E. ZIP--Zone Improvement Program

F. WHO--World Health Organization

G. NASA--National Aeronautics and Space Administration

XI. Abbreviations of agencies (Assignment Sheet #9)

(NOTE: No periods are used in these abbreviations.)

A. UN--United Nations

B. FCC--Federal Communications Commission

C. FHA--Federal Housing Authority

D. NAACP--National Association for Advancement of Colored People

E. ACLU--American Civil Liberties Union

INFORMATION SHEET

XII. Common abbreviations (Assignment Sheet #10)

A. Co.--Company

B. Corp.--Corporation

C. Inc.--Incorporated

D. SASE--Self-addressed, stamped envelope

E. IV--Intravenous

F. USA--United States of America

G. COD--Collect on delivery

H. RSVP--French for *répondez s'il vous plaît*; means please reply

I. RPM, rpm, or r.p.m.--Revolutions per minute

J. rps or r.p.s.--Revolutions per second

K. RR--Railroad

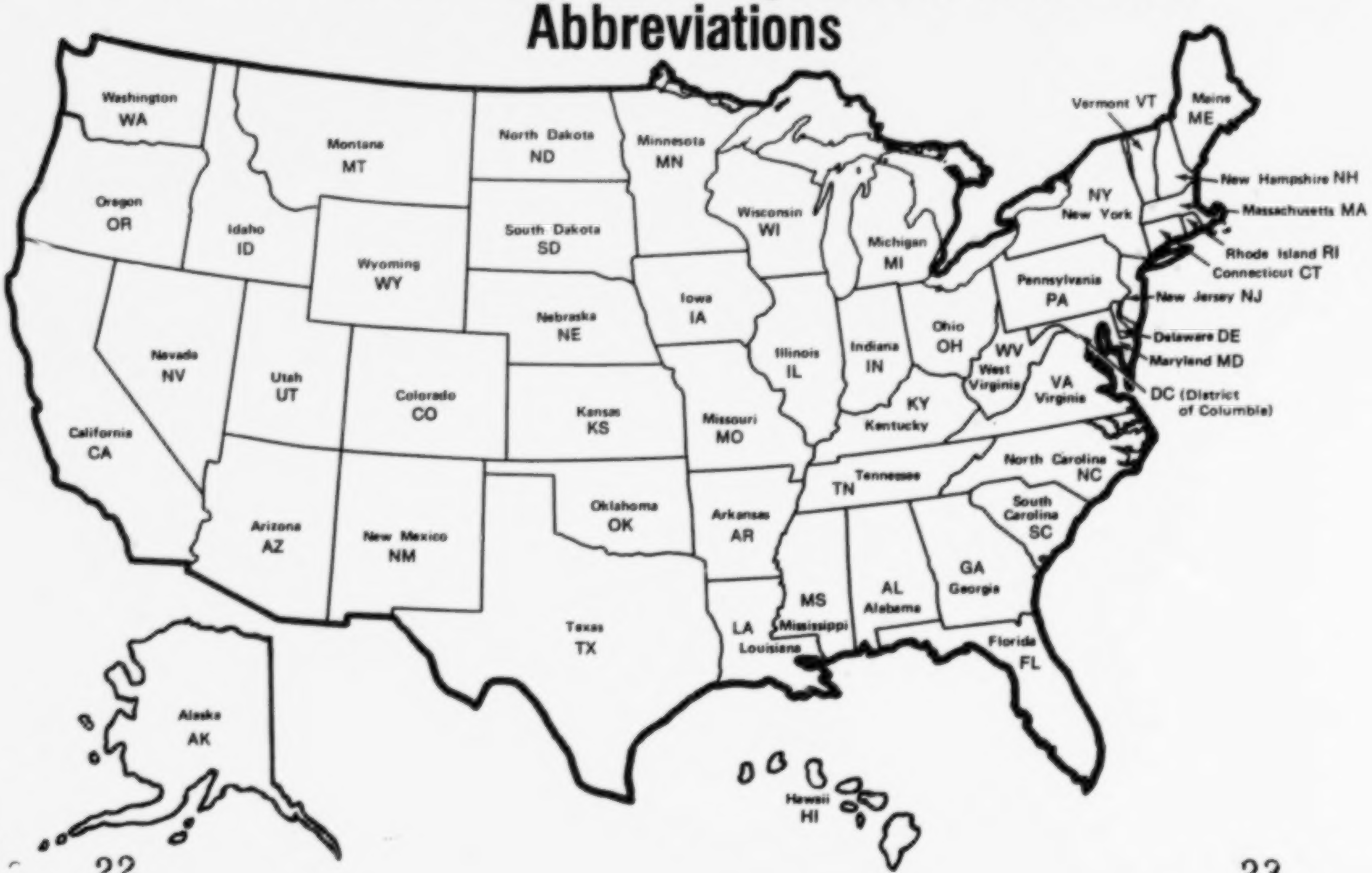
L. ASAP--As soon as possible

M. p.--Page

N. pp.--Pages

O. SRO--Standing room only

United States Map Showing Official Post Office Abbreviations



ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #1--WRITE METRIC AND STANDARD ABBREVIATIONS

NAME________________________________ SCORE ______________

Write the correct abbreviation for each boldface word in the blank that follows it. You may use your Information Sheet.

A. A **centimeter** __________ is shorter than an **inch** ____________ .

B. The British measure distance by **kilometers** ___________ , but in the United States we measure by the **mile** ___________ .

C. A **decameter** _________ is ten meters, but a **yard** __________ is three **feet** __________ .

D. Carpenters measure in **board feet** ________ and **cord feet** _________; but scientists measure in **millimeters**_________ , **grams** _________, **liters** _________ , and **cubic centimeters** ____________.

E. Gas that is piped into this house will be sold by **cubic feet** __________ .

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #2--WRITE ABBREVIATIONS FOR STANDARD LIQUID AND DRY MEASUREMENTS

NAME_________________________________ SCORE ______________

Write the correct abbreviation for each boldface word in the blank that follows it. You may use your Information Sheet.

A. The recipe called for a **teaspoon** __________ of soda.

B. The cook used one **tablespoon** __________ instead.

C. Our class canned **pint** __________ jars of jelly today.

D. The CVET teacher said **quart** __________ jars were too large for this project.

E. We borrowed a **gallon** __________ jar from the cafeteria.

F. The candy weighed only one **ounce** __________ .

G. A **pound** __________ of chocolate is too much.

H. Potatoes may be bought by the **bushel** __________, **peck** __________, or **pound** __________ .

I. This recipe calls for one-half **dozen** __________ eggs.

J. A **gross** __________ is equal to twelve **dozen** __________.

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #3--CHOOSE FROM A GRID TIME MEASUREMENT ABBREVIATIONS

NAME ______________________________ SCORE ______________

Write abbreviations for the words in the following list. Then circle the abbreviations in the grid below. One abbreviation may be circled twice.

A. Second ________

B. Minute ________

C. Hour ________

D. Day ________

E. Week ________

F. Month ________

G. Year ________

H. Before the birth of of Christ ________

I. After the birth of Christ ________

J. 12 midnight until 12 noon ________

K. 12 noon until 12 midnight ________

D	O	K	R	A	L	S
M	O	F	P	M	Z	T
I	W	X	C	K	L	B
N	T	O	A	X	V	C
R	A	Q	D	Q	T	J
Y	R	T	R	Z	H	R
X	I	W	K	M	O	E

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #4–CHOOSE FROM A GRID ABBREVIATIONS FOR TITLES OF RESPECT

NAME ____________________ SCORE ____________

Write abbreviations for the words in the following list. Then circle the abbreviations in the grid below.

A. Man ________

B. Woman ________

C. Married woman ________

D. Doctor ________

E. Reverend ________

F. Father ________

G. Captain ________

H. Colonel ________

I. Corporal ________

J. Lieutenant ________

K. Sergeant ________

L. Major ________

M. Honorable ________

N. Senator ________

O. Representative ________

P. Governor ________

Q. President ________

R. Junior ________

S. Senior ________

P	C	O	L	O	X	P	M	S	M	A	J
C	T	L	I	O	J	S	V	D	R	O	K
L	K	R	E	V	W	F	Z	U	S	G	T
R	X	Q	U	E	M	R	W	R	A	O	R
C	A	P	T	L	Z	H	N	E	B	V	P
P	R	R	O	D	C	O	X	P	E	C	F
S	T	E	G	H	P	N	T	Y	Y	N	K
R	O	S	E	N	L	S	O	J	R	S	T

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #5--WRITE ABBREVIATIONS FOR NAMES OF MONTHS AND DAYS

NAME______________________________ SCORE ______________

Write abbreviations for months of the year and days of the week. Write each abbreviation three times.

A. MONTHS

1. January ______________ ______________ ______________
2. February ______________ ______________ ______________
3. March ______________ ______________ ______________
4. April ______________ ______________ ______________
5. May ______________ ______________ ______________
6. June ______________ ______________ ______________
7. July ______________ ______________ ______________
8. August ______________ ______________ ______________
9. September ______________ ______________ ______________
10. October ______________ ______________ ______________
11. November ______________ ______________ ______________
12. December ______________ ______________ ______________

B. DAYS

1. Sunday ______________ ______________ ______________
2. Monday ______________ ______________ ______________
3. Tuesday ______________ ______________ ______________
4. Wednesday ______________ ______________ ______________
5. Thursday ______________ ______________ ______________
6. Friday ______________ ______________ ______________
7. Saturday ______________ ______________ ______________

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #6--MATCH WORDS USED IN ADDRESSES TO THEIR CORRECT ABBREVIATIONS

NAME______________________________ SCORE ______________

Match words used in addresses to their correct abbreviations. Write the correct numbers in the blanks.

_____A. Rd.

_____B. RFD

_____C. Dr.

_____D. St.

_____E. R.R.

_____F. Ave.

_____G. Blvd.

_____H. Ct.

_____I. Ln.

_____J. Rt.

_____K. P.O. Box

1. Street
2. Avenue
3. Boulevard
4. Road
5. Lane
6. Drive
7. Court
8. Rural route
9. Rural free delivery
10. Route
11. Post office box

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #7--WRITE POST OFFICE AUTHORIZED STATE ABBREVIATIONS

NAME_______________________________________ SCORE _________________

Write post office authorized abbreviations for the states. You may use your Information Sheet.

A. Write abbreviations for states beginning with *A* and *M*.

_____ 1. Alabama
_____ 2. Alaska
_____ 3. Arizona
_____ 4. Arkansas
_____ 5. Maine
_____ 6. Maryland
_____ 7. Massachusetts
_____ 8. Michigan
_____ 9. Minnesota
_____ 10. Mississippi
_____ 11. Missouri
_____ 12. Montana

B. Write abbreviations for states beginning with *I* and *N*.

_____ 1. Idaho
_____ 2. Illinois
_____ 3. Indiana
_____ 4. Iowa
_____ 5. Nebraska
_____ 6. Nevada
_____ 7. New Hampshire
_____ 8. New Jersey
_____ 9. New Mexico
_____ 10. New York
_____ 11. North Carolina
_____ 12. North Dakota

C. Write abbreviations of states beginning with *C, O,* and *W*.

_____ 1. California
_____ 2. Colorado
_____ 3. Connecticut
_____ 4. Ohio
_____ 5. Oklahoma
_____ 6. Oregon
_____ 7. Washington
_____ 8. West Virginia
_____ 9. Wisconsin
_____ 10. Wyoming

ASSIGNMENT SHEET #7

D. Write abbreviations for remaining states.

_____ 1. Delaware

_____ 2. District of Columbia

_____ 3. Florida

_____ 4. Georgia

_____ 5. Hawaii

_____ 6. Kansas

_____ 7. Kentucky

_____ 8. Louisiana

_____ 9. Pennsylvania

_____ 10. Rhode Island

_____ 11. South Carolina

_____ 12. South Dakota

_____ 13. Tennessee

_____ 14. Texas

_____ 15. Utah

_____ 16. Vermont

_____ 17. Virginia

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #8--WRITE ACRONYMS

NAME____ SCORE __________________

Write the acronyms that stand for the following groups of words.

______________A. Women's Army Corps

______________B. radio detecting and ranging

______________C. United Nations Educational and Scientific Cultural Organization

______________D. self-contained underwater breathing apparatus

______________E. Zone Improvement Program

______________F. World Health Organization

______________G. National Aeronautics and Space Administration

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #9--WRITE AGENCY ABBREVIATIONS

NAME____________________________________ SCORE ________________

Write abbreviations for the following government and civilian agencies.

____________A. United Nations

____________B. Federal Housing Authority

____________C. American Civil Liberties Union

____________D. Federal Communications Commission

____________E. National Association for Advancement of Colored People

ABBREVIATIONS
UNIT I

ASSIGNMENT SHEET #10–WRITE COMMON ABBREVIATIONS

NAME ______________________________ SCORE ______________

Write in the blanks the correct abbreviation for each boldfaced word. You may use your Information Sheet.

A. My father works for the city's largest **company** __________ .

B. The **corporation** __________ won the contract with a low bid.

C. The post office is a department of the government of the **United States of America** __________.

D. Western Tools **Incorporated** __________ is a business owned by my mother.

E. The blueprints arrived **collect on delivery** __________.

F. If you are in the hospital, you may be given an **intravenous** __________ injection.

G. The order form required that I enclose a **self-addressed, stamped envelope** __________ __________.

H. The invitation said, "**Please reply** __________ by Tuesday evening."

I. The engine turned at 60 **revolutions per minute** __________.

J. The wheel spun at 20 **revolutions per second** __________.

K. We stopped at the **railroad** __________ crossing.

L. Please return the application **as soon as possible** __________.

M. Read **page** __________ 10 for tonight's lesson.

N. Read **pages** __________ 15-30 for tomorrow's lesson.

O. We could get **standing room only** __________ tickets to the play.

ABBREVIATIONS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. cm, in

B. km, mi

C. dm, yd, ft

D. bd ft, cd ft, mm, gm, l, cc

E. cu ft

Assignment Sheet #2

A. tsp or t

B. tbsp or T

C. pt

D. qt

E. gal

F. oz

G. lb

H. bu, pk, lb

I. doz

J. gr, doz

Assignment Sheet #3

A. s or sec

B. min

C. hr

D. da

E. wk

F. mo

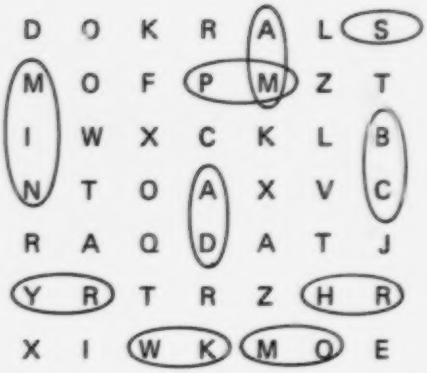
G. yr

H. B.C.

I. A.D.

J. A.M. or a.m.

K. P.M. or p.m.

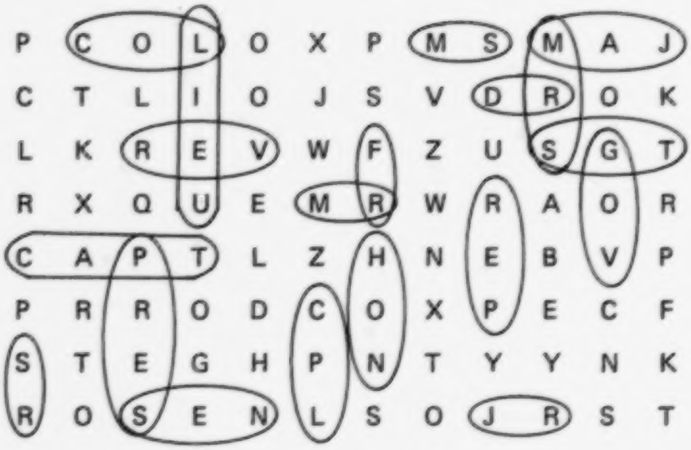


D	O	K	R	A	L	S
M	O	F	P	M	Z	T
I	W	X	C	K	L	B
N	T	O	A	X	V	C
R	A	Q	D	A	T	J
Y	R	T	R	Z	H	R
X	I	W	K	M	O	E

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #4

A. Mr.
B. Ms.
C. Mrs.
D. Dr.
E. Rev.
F. Fr.
G. Capt.
H. Col.
I. Cpl.
J. Lieut. or Lt.
K. Sgt.
L. Maj.
M. Hon.
N. Sen.
O. Rep.
P. Gov.
Q. Pres.
R. Jr.
S. Sr.



P	C	O	L	O	X	P	M	S	M	A	J
C	T	L	I	O	J	S	V	D	R	O	K
L	K	R	E	V	W	F	Z	U	S	G	T
R	X	Q	U	E	M	R	W	R	A	O	R
C	A	P	T	L	Z	H	N	E	B	V	P
P	R	R	O	D	C	O	X	P	E	C	F
S	T	E	G	H	P	N	T	Y	Y	N	K
R	O	S	E	N	L	S	O	J	R	S	T

Assignment Sheet #5

(Answers to be written three times each.)

A. 1. Jan.
2. Feb.
3. Mar.
4. Apr.
5. M.
6. Je.
7. Jl.
8. Aug.
9. Sept.
10. Oct.
11. Nov.
12. Dec.

ANSWERS TO ASSIGNMENT SHEETS

B.
1. Sun.
2. Mon.
3. Tue.
4. Wed.
5. Thurs.
6. Fri.
7. Sat.

Assignment Sheet #6

A. 4
B. 9
C. 6
D. 1
E. 8
F. 2
G. 3
H. 7
I. 5
J. 10
K. 11

Assignment Sheet #7

A.
1. AL
2. AK
3. AZ
4. AR
5. ME
6. MD
7. MA
8. MI
9. MN
10. MS
11. MO
12. MT

B.
1. ID
2. IL
3. IN
4. IA
5. NE
6. NV
7. NH
8. NJ
9. NM
10. NY
11. NC
12. ND

C.
1. CA
2. CO
3. CT
4. OH
5. OK
6. OR
7. WA
8. WV
9. WI
10. WY

D.
1. DE
2. DC
3. FL
4. GA
5. HI
6. KS
7. KY
8. LA
9. PA
10. RI
11. SC
12. SD
13. TN
14. TX
15. UT
16. VT
17. VA

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #8

A. WAC

B. radar

C. UNESCO

D. scuba

E. ZIP

F. WHO

G. NASA

Assignment Sheet #9

A. UN

B. FHA

C. ACLU

D. FCC

E. NAACP

Assignment Sheet #10

A. Co.

B. Corp.

C. USA

D. Inc.

E. COD

F. IV

G. SASE

H. RSVP

I. RPM, rpm, or r.p.m.

J. rps or r.p.s.

K. RR

L. ASAP

M. p.

N. pp.

O. SRO

ABBREVIATIONS
UNIT I

TEST

NAME______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Specific name showing person's rank, status, or profession

_____b. Detailed building plan

_____c. Shortened form of a word

_____d. Official system of measuring in the United States

_____e. Word formed from the first letters or syllables of other words

_____f. Approved

_____g. System of measuring based on meter

1. Abbreviation
2. Metric measurement
3. Standard measurement
4. Title of respect
5. Authorized
6. Acronym
7. Blueprint

2. Match common metric measurements to their correct abbreviations. Write the correct numbers in the blanks.

_____a. cm

_____b. mm

_____c. km

_____d. dm

_____e. cu

_____f. l

_____g. cc

_____h. gm

1. Liter
2. Centimeter
3. Kilometer
4. Gram
5. Millimeter
6. Decameter
7. Cubic
8. Cubic centimeter

TEST

3. Match standard measurements to their correct abbreviations. Write the correct numbers in the blanks.

a. Liquid measurements

_____ 1) tsp or t

_____ 2) tbsp or T

_____ 3) c

_____ 4) pt

_____ 5) qt

_____ 6) gal

1. Cup
2. Teaspoon
3. Quart
4. Pint
5. Gallon
6. Tablespoon

b. Dry measurement

_____ 1) oz

_____ 2) lb

_____ 3) bu

_____ 4) pk

_____ 5) doz

_____ 6) gr

1. Dozen
2. Ounce
3. Peck
4. Pound
5. Gross
6. Bushel

c. Other measurements

_____ 1) in

_____ 2) ft

_____ 3) yd

_____ 4) mi

_____ 5) bd ft

_____ 6) cd ft

1. Board foot or feet
2. Cord foot or feet
3. Inch
4. Mile
5. Yard
6. Foot or feet

TEST

4. Match time measurements to their correct abbreviations. Write the correct numbers in the blanks.

______a. s or sec
______b. min
______c. hr
______d. da
______e. wk
______f. mo
______g. yr
______h. B.C.
______i. A.D.
______j. A.M. or a.m.
______k. P.M. or p.m.

1. Before birth of Christ
2. After birth of Christ
3. 12 midnight until 12 noon
4. 12 noon until 12 midnight
5. Day
6. Minute
7. Hour
8. Week
9. Year
10. Month
11. Second

5. Match titles of respect to their correct abbreviations. Write the correct numbers in the blanks. Titles and abbreviations are continued on the following page.

______a. Mr.
______b. Ms.
______c. Mrs.
______d. Dr.
______e. Rev.
______f. Fr.
______g. Capt.
______h. Col.
______i. Cpl.
______j. Lieut. or Lt.
______k. Sgt.
______l. Maj.
______m. Hon.
______n. Sen.

1. Married woman
2. Colonel
3. Honorable
4. Man
5. Corporal
6. Major
7. Woman
8. Lieutenant
9. Father
10. Doctor
11. Reverend
12. Sergeant
13. Senator
14. Captain

TEST

_____o. Rep.
_____p. Gov.
_____q. Pres.
_____r. Jr.
_____s. Sr.

15. Governor
16. President
17. Representative
18. Senior
19. Junior

6. Match months to their correct abbreviations. Write the correct numbers in the blanks.

_____a. Jan.
_____b. Feb.
_____c. Mar.
_____d. Apr.
_____e. M
_____f. Je.
_____g. Jl.
_____h. Aug.
_____i. Sept.
_____j. Oct.
_____k. Nov.
_____l. Dec.

1. July
2. December
3. January
4. August
5. February
6. May
7. March
8. October
9. November
10. April
11. September
12. June

7. Match days of the week to their correct abbreviations. Write the correct numbers in the blanks.

_____a. Sun.
_____b. Mon.
_____c. Tue.
_____d. Wed.
_____e. Thurs.
_____f. Fri.
_____g. Sat.

1. Tuesday
2. Friday
3. Saturday
4. Monday
5. Wednesday
6. Sunday
7. Thursday

TEST

8. Match words used in addresses to their correct abbreviations. Write the correct numbers in the blanks.

_____a. St.
_____b. Ave.
_____c. Blvd.
_____d. Rd.
_____e. Ln.
_____f. Dr.
_____g. Ct.
_____h. RR
_____i. RFD
_____j. P.O. Box
_____k. Rt.

1. Court
2. Rural route
3. Street
4. Drive
5. Avenue
6. Lane
7. Rural Free Delivery
8. Road
9. Boulevard
10. Route
11. Post office box

9. Match post office authorized abbreviations to their correct state names. Write the correct numbers in the blanks. Abbreviations and state names are continued on the next two pages.

_____a. Connecticut
_____b. District of Columbia
_____c. Kansas
_____d. Illinois
_____e. Alaska
_____f. Georgia
_____g. Delaware
_____h. Hawaii
_____i. Iowa
_____j. Arkansas
_____k. Arizona
_____l. Idaho
_____m. California
_____n. Alabama

1. AL
2. AK
3. AZ
4. AR
5. CA
6. IA
7. CT
8. DE
9. DC
10. KS
11. GA
12. HI
13. ID
14. IL

TEST

_____o. Indiana
_____p. Florida
_____q. Colorado
_____r. New Mexico
_____s. Montana
_____t. North Carolina
_____u. New Jersey
_____v. Nebraska
_____w. Massachusetts
_____x. Kentucky
_____y. Minnesota
_____z. New Hampshire
_____aa. Michigan
_____bb. Louisiana
_____cc. Mississippi
_____dd. New York
_____ee. Maine
_____ff. Nevada
_____gg. Missouri
_____hh. Maryland
_____ii. Oklahoma
_____jj. Vermont
_____kk. Oregon
_____ll. Tennessee
_____mm. Virginia
_____nn. West Virginia
_____oo. Pennsylvania
_____pp. Wisconsin

15. IN
16. CO
17. FL
18. NM
19. MT
20. ME
21. MD
22. MA
23. MI
24. MN
25. MS
26. MO
27. LA
28. NE
29. NV
30. NH
31. NJ
32. KY
33. NY
34. NC
35. TN
36. VT
37. OK
38. OR
39. PA
40. VA
41. WV
42. WI

TEST

_____qq. Ohio

_____rr. Wyoming

_____ss. Washington

_____tt. South Carolina

_____uu. South Dakota

_____vv. Texas

_____ww. North Dakota

_____xx. Utah

_____yy. Rhode Island

43. WY
44. SC
45. WA
46. OH
47. UT
48. RI
49. TX
50. SD
51. ND

10. Match acronyms to words from which they have been developed. Write the correct numbers in the blanks.

_____a. United Nations Educational and Scientific Cultural Organization

_____b. Zone Improvement Program

_____c. self-contained underwater breathing apparatus

_____d. Women's Army Corps

_____e. radio detecting and ranging

_____f. National Aeronautics and Space Administration

_____g. World Health Organization

1. WHO
2. scuba
3. WAC
4. radar
5. UNESCO
6. ZIP
7. NASA

11. Match agencies to their correct abbreviations. Write the correct numbers in the blanks.

_____a. UN

_____b. FCC

_____c. FHA

_____d. NAACP

_____e. ACLU

1. American Civil Liberties Union
2. Federal Housing Authority
3. Federal Communications Commission
4. National Association for Advancement of Colored People
5. United Nations

TEST

12. Match common abbreviations to their correct meanings. Write the correct numbers in the blanks.

_____a. Pages

_____b. Self-addressed, stamped envelope

_____c. Company

_____d. Collect on delivery

_____e. Intravenous

_____f. United States of America

_____g. Page

_____h. Corporation

_____i. Incorporated

_____j. Revolutions per minute

_____k. As soon as possible

_____l. Please reply

_____m. Railroad

_____n. Standing room only

_____o. Revolutions per second

1. Co.
2. Corp.
3. Inc.
4. SASE
5. RPM, rpm, or r.p.m.
6. rps or r.p.s.
7. IV
8. USA
9. COD
10. SRO
11. RSVP
12. RR
13. ASAP
14. p.
15. pp.

ABBREVIATIONS
UNIT I

ANSWERS TO TEST

1. a. 4
   b. 7
   c. 1
   d. 3
   e. 6
   f. 5
   g. 2

2. a. 2
   b. 5
   c. 3
   d. 6
   e. 7
   f. 1
   g. 8
   h. 4

3. a. 1) 2
      2) 6
      3) 1
      4) 4
      5) 3
      6) 5

   b. 1) 2
      2) 4
      3) 6
      4) 3
      5) 1
      6) 5

   c. 1) 3
      2) 6
      3) 5
      4) 4
      5) 1
      6) 2

4. a. 11
   b. 6
   c. 7
   d. 5
   e. 8
   f. 10
   g. 9
   h. 1
   i. 2
   j. 3
   k. 4

ANSWERS TO TEST

5. a. 4
b. 7
c. 1
d. 10
e. 11
f. 9
g. 14
h. 2
i. 5
j. 8
k. 12
l. 6
m. 3
n. 13
o. 17
p. 15
q. 16
r. 19
s. 18

6. a. 3
b. 5
c. 7
d. 10
e. 6
f. 12
g. 1
h. 4
i. 11
j. 8
k. 9
l. 2

7. a. 6
b. 4
c. 1
d. 5
e. 7
f. 2
g. 3

8. a. 3
b. 5
c. 9
d. 8
e. 6
f. 4
g. 1
h. 2
i. 7
j. 11
k. 10

ANSWERS TO TEST

9. a. 7
b. 9
c. 10
d. 14
e. 2
f. 11
g. 8
h. 12
i. 6
j. 4
k. 3
l. 13
m. 5
n. 1
o. 15
p. 17
q. 16
r. 18
s. 19
t. 34
u. 31
v. 28
w. 22
x. 32
y. 24
z. 30
aa. 23
bb. 27
cc. 25
dd. 33
ee. 20
ff. 29
gg. 26
hh. 21
ii. 37
jj. 36
kk. 38
ll. 35
mm. 40
nn. 41
oo. 39
pp. 42
qq. 46
rr. 43
ss. 45
tt. 44
uu. 50
vv. 49
ww. 51
xx. 47
yy. 48

10. a. 5
b. 6
c. 2
d. 3
e. 4
f. 7
g. 1

11. a. 5
b. 3
c. 2
d. 4
e. 1

ANSWERS TO TEST

12. a. 15
b. 4
c. 1
d. 9
e. 7
f. 8
g. 14
h. 2
i. 3
j. 5
k. 13
l. 11
m. 12
n. 10
o. 6

LOCATING A JOB
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to select places to look for help in finding a job. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select from a list places to seek help in finding a job.
3. Distinguish between the characteristics of private and public employment agencies.
4. Match types of jobs to their correct descriptions.
5. Complete public employment-agency application.
6. Use private-agency employment ads.
7. Select the correct classified section.
8. Use classified ads to answer specific questions.
9. Find job possibilities in newspapers.

LOCATING A JOB
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films planned to supplement unit.

(NOTE: These films are available on a free-loan basis to Oklahoma teachers only. Oklahoma teachers may order the films from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Street, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses accompanying the films.)

1. *Getting a Job Is a Job.* Color, 20 minutes, Dibie-Dash Productions, Inc., 1966. Available from Dibie-Dash Productions, Inc., 4949 Hollywood Blvd., Suite 208, Hollywood, California 90027.

   (NOTE: This film discusses self-analysis, data sheets, and job sources.)

2. *Your Job: Applying for It.* Color, 13 minutes 30 seconds, Coronet Films, 1968. Available from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.

   (NOTE: This film discusses appearance, leads, and perseverance.)

3. *Your Job: Finding the Right One.* Color, 13 minutes 30 seconds, Coronet, 1968. Available from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.

   (NOTE: This film discusses a plan of action for job hunting.)

B. Make transparencies.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

G. Bring newspapers for Assignment Sheet #5.

H. Invite a resource person, perhaps the school counselor or an employment-agency employee, to discuss how to find a job and what employers look for in a job applicant.

I. Discuss procedures for completing application in Assignment Sheet #1.

J. Provide students assistance on Assignment Sheet #3.

K. Have students write a report on a vocation of their choice.

SUGGESTED ACTIVITIES

L. Give test.

M. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1--Help in Finding Jobs

2. TM #2--Help in Finding Jobs (Continued)

E. Assignment sheets

1. Assignment Sheet #1--Complete Public Employment-Agency Application

2. Assignment Sheet #2--Use Private-Agency Employment Ads

3. Assignment Sheet #3--Select the Correct Classified Section

4. Assignment Sheet #4--Use Classified Ads to Answer Specific Questions

5. Assignment Sheet #5--Find Job Possibilities in Newspapers

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit reference--Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

LOCATING A JOB
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Applicant--Person applying for a job

   B. Employer--Person or business that hires one or more persons to work for wages or salaries

   C. Employment agency--Business that helps people find jobs

   D. Private agency--Employment agency that charges for services

   E. Public agency--Employment agency financed by taxes; offers free services

   F. Specialized--Specific or particular

   G. Yellow pages--Pages in the back of phone books that list business addresses and phone numbers

II. Places to seek help in finding a job (Transparency #2)

   A. Employment agencies

   B. School counselor

   C. Newspaper ads (Assignment Sheets #2-#5)

   D. Friends and relatives

   (NOTE: Be sure to let people know the type of work you desire.)

   E. Signs in windows of businesses

III. Characteristics of private and public employment agencies (Transparency #1)

   A. Private agency

   (NOTE: Listed in yellow pages.)

      1. Charges fee for service

      (NOTE: The fee is usually a percentage of your beginning salary.)

      2. Offers specialized areas of employment

      3. Requires an appointment

   B. Public agency (Assignment Sheet #1)

      1. Charges no fee for service

      2. Offers all areas of employment

      3. Requires no appointment

INFORMATION SHEET

IV. Types of jobs and their descriptions

A. Clerical--Jobs dealing with offices

EXAMPLES: Secretary, typist, file clerk

B. Domestic--Jobs dealing with home services

EXAMPLES: Cook, housekeeper, companion

C. Medical--Jobs dealing with medicine

EXAMPLES: Medical receptionist, dental assistant

D. Technical and trades--Jobs dealing with tools

EXAMPLES: Mechanic, welder, carpenter, plumber

E. Professional and administrative--Jobs requiring some or completed college work

EXAMPLES: Teacher, doctor, business executive, scientist

F. Community services--Jobs dealing with services to businesses and institutions

EXAMPLES: Hospital housekeeping aide, hotel/motel housekeeping aide

G. Food services--Jobs dealing with food preparation and service

EXAMPLES: Dietician, waitress, waiter, dishwasher

H. Retail--Jobs dealing with stores and selling

EXAMPLES: Salesclerk, cashier, stockperson

I. Miscellaneous--Jobs that are not included in any other group

EXAMPLES: Photographer, sales trainee

Help in Finding Jobs

PRIVATE AGENCY

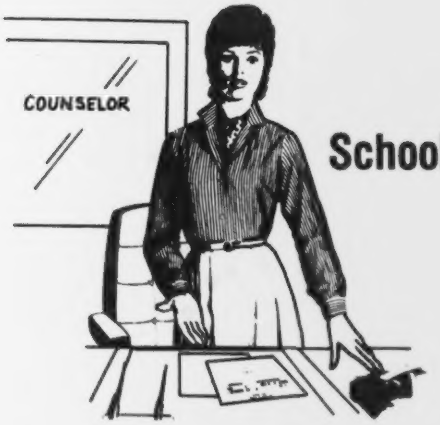
- Charges a Fee for Its Services
- Helps You Find the Right Job
- Finds Jobs that Will Fit You
- Requires that You Make an Appointment

PUBLIC AGENCY

- Does Not Charge a Fee for Its Services
- Is Supported by Citizens' Tax Dollars
- Finds Workers for All Types of Jobs
- Does Not Require that You Make an Appointment

Help in Finding Jobs

(Continued)

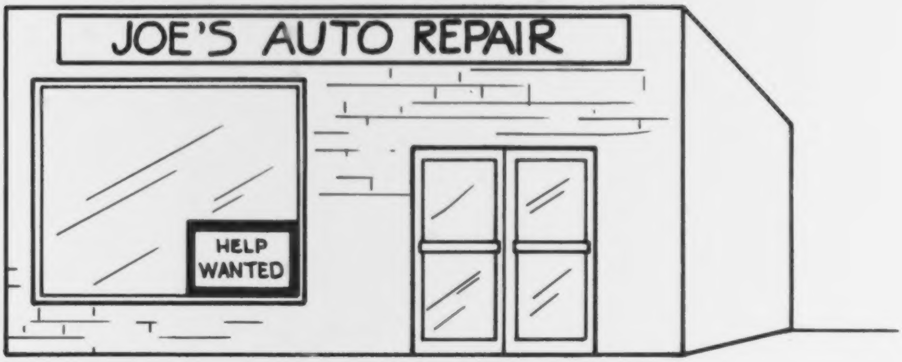


School Counselor

Friends and Relatives

Newspapers

Signs in Windows of Businesses



LOCATING A JOB
UNIT I

ASSIGNMENT SHEET #1--COMPLETE PUBLIC EMPLOYMENT-AGENCY APPLICATION

NAME ______________________________ SCORE ______________

Private and public employment agencies require each person to complete an application. The application on this and the following page is from the Oklahoma Job Service, a public employment agency. Complete the application neatly and accurately. Question 2 will be completed by the agency.

APPLICANT — PLEASE PRINT **1. SOCIAL SECURITY NO.**	**2. MATCHING REGISTRATION**	**3. SUMMER JOB** 1 ☐ Yes 2 ☐ No

6. NAME ***(Last, First, M.I.)***

7. ADDRESS

City	**State**	**ZIP Code**	**County**

8. TELEPHONE NO.	**9. SEX** 1 ☐ Male 2 ☐ Female	**10. BIRTH DATE** Mo. Day Year	**11. MARITAL STATUS** 1 ☐ Married 2 ☐ Unmarried

16. IF NEEDED FOR WORK, DO YOU HAVE 1 ☐ Tools 3 ☐ Driver's License 5 ☐ Other *(Explain)* 2 ☐ Auto 4 ☐ Chauffeur's License	**17. HT.**	**WT.**

19. CIRCLE HIGHEST SCHOOL GRADE COMPLETED

Grade School High School College BA MA PHD

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

20. LIST ANY SPECIAL SCHOOLING OR TRNG. YOU HAVE TAKEN INCLD. MILITARY

Name of School	Course	Length	Date Ended	Degree

ASSIGNMENT SHEET #1

45. WORK HISTORY

Describe your most important jobs (Including Military Service). Begin with the most recent.

COMPANY NAME							**COMPANY ADDRESS**
JOB TITLE						**DURATION** *(In Months)*	**JOB DUTIES**
DATE JOB ENDED		**SALARY**		**PAY UNIT**	**REASON FOR LEAVING**		
Mo.	Yr.	Dollars	Cents				
COMPANY NAME							**COMPANY ADDRESS**
JOB TITLE						**DURATION** *(In Months)*	**JOB DUTIES**
DATE JOB ENDED		**SALARY**		**PAY UNIT**	**REASON FOR LEAVING**		
Mo.	Yr.	Dollars	Cents				
COMPANY NAME							**COMPANY ADDRESS**
JOB TITLE						**DURATION** *(In Months)*	**JOB DUTIES**
DATE JOB ENDED		**SALARY**		**PAY UNIT**	**REASON FOR LEAVING**		
Mo.	Yr.	Dollars	Cents				

LOCATING A JOB
UNIT I

ASSIGNMENT SHEET #2--USE PRIVATE-AGENCY EMPLOYMENT ADS

NAME ______________________________ SCORE ______________

Knowing how to read an employment-agency ad is a very important skill. Often, information in the ad will tell you what qualifications you must have, what the beginning salary will be, and what type of person the business is looking for.

Read the ads below and then answer the questions that follow.

Company Pays The Fee

-Exec Secy-

—$12K—

Your own office, executive suite of leading energy firm, downtown Tulsa, a lot of variety, top level position, 50 typing, 1-3 years experience, fully paid medical, profit sharing & free parking.

TEAM

PERSONNEL INC.

5800 S. LEWIS 555-7937

#1

#2 **RECEPTIONIST: Fee paid! Will train you in doctor's office! Bubbly person advances fast! $650. Call Sue today 555-0000 Snelling & Snelling 111 E Skelly**

#3 **OFFICE: 1/2 Fee paid! Train in engineering firm, good memory and office skills get you in! $800. Hurry call Sue 555-0000 Snelling & Snelling 111 E Skelly**

#4 **RECEPTIONIST: Some office experience. Medical firm! Free medical care! Share profits!. $650 up. Rush call Bill 555-0000 Snelling & Snelling 111 E Skelly**

ALL FEES PAID

Order Assistant	$700
Office Assistant	$725
Receiving Clerk	$785
Jr. Secretary	$875
Accountant	$1000
Executive Secretary	$14,000
Lead Receptionist	$900
Senior Secretary	$12,000
Legal Secretary	$13,000
Jr. Legal Secretary	$11,000
Oil Secretary	$14,000

Call in complete confidence, appointments arranged lunch break, after hours or at your convenience.

LLOYD RICHARDS, INC.

"25 YEARS EXPERIENCE"

Call 555-5251 Oil Capital Bldg.

#5

A. Which ad lists many available jobs with one employment agency? ______________

B. Which ad states that half the fee is paid by the employer? ______________

C. Which ads state that experience is necessary? ______________

D. Which ad does not state that the fee is paid? ______________

E. What telephone number would you call for an apointment for #1? ______________

F. Which ad states that appointments can be made at your convenience? ______________

G. Which ads state that they will train you? ______________

H. Which ad advertises for an experienced medical office person? ______________

I. What telephone number would you call for an appointment for #5? ______________

J. What telephone number would you call for an appointment for #3? ______________

LOCATING A JOB
UNIT I

ASSIGNMENT SHEET #3--SELECT THE CORRECT CLASSIFIED SECTION

NAME ______________________________ SCORE ______________

Large newspapers have several sections of ads for employment. Look at the ads on the following page, and then answer the questions below.

A. Which column lists ads for people with some or completed college?______________

B. Which column lists job opportunities for office work?______________

C. Which column lists job opportunities for work in housekeeping?______________

D. Which column lists job opportunities for mechanical work?______________

E. Which column lists job opportunities for work in jobs not listed in other columns?

____

F. Tim is a welder. Under which column would he look for a job?______________

G. Carolyn works as a part-time housekeeper. Under which column would she look for a job?______________________________

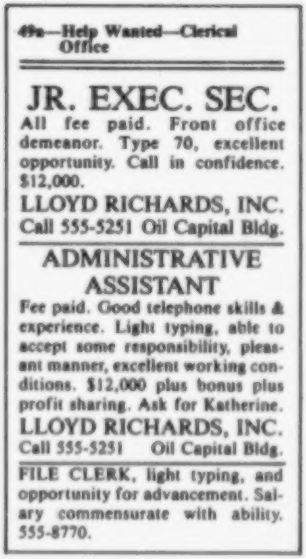
H. Janet is an auto mechanic. Under which column would she look for a job?__________

I. George is an English teacher. Under which column would he look for a job?________

J. Bobby is a mechanic. Under which column would he look for a job?______________

ASSIGNMENT SHEET #3

A



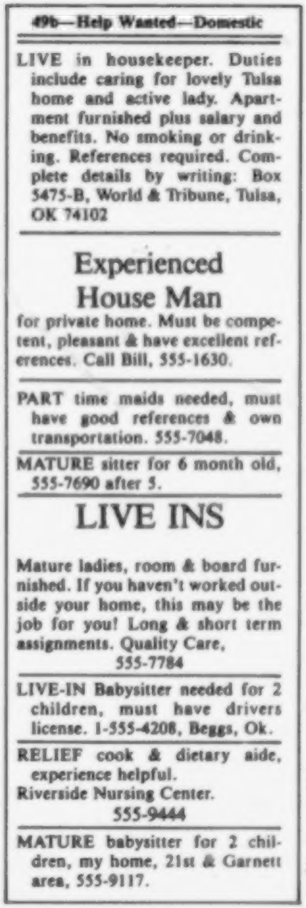
49a—Help Wanted—Clerical Office

JR. EXEC. SEC.
All fee paid. Front office demeanor. Type 70, excellent opportunity. Call in confidence. $12,000.
LLOYD RICHARDS, INC.
Call 555-5251 Oil Capital Bldg. #1

ADMINISTRATIVE ASSISTANT
Fee paid. Good telephone skills & experience. Light typing, able to accept some responsibility, pleasant manner, excellent working conditions. $12,000 plus bonus plus profit sharing. Ask for Katherine.
LLOYD RICHARDS, INC.
Call 555-5251 Oil Capital Bldg. #2

FILE CLERK, light typing, and opportunity for advancement. Salary commensurate with ability. 555-8770. #3

B



49b—Help Wanted—Domestic

LIVE in housekeeper. Duties include caring for lovely Tulsa home and active lady. Apartment furnished plus salary and benefits. No smoking or drinking. References required. Complete details by writing: Box 5475-B, World & Tribune, Tulsa, OK 74102 #4

Experienced House Man
for private home. Must be competent, pleasant & have excellent references. Call Bill, 555-1630. #5

PART time maids needed, must have good references & own transportation. 555-7048. #6

MATURE sitter for 6 month old, 555-7690 after 5. #7

LIVE INS

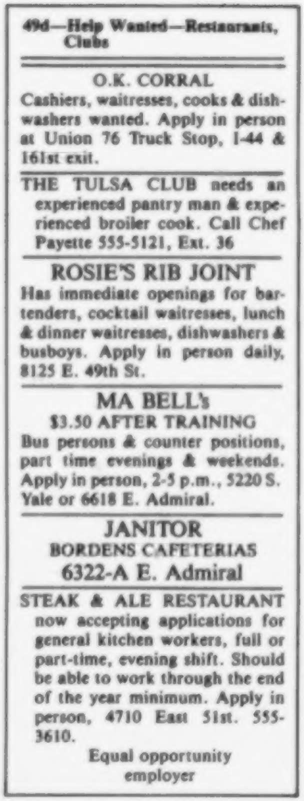
Mature ladies, room & board furnished. If you haven't worked outside your home, this may be the job for you! Long & short term assignments. Quality Care,
555-7784 #8

LIVE-IN Babysitter needed for 2 children, must have drivers license. 1-555-4208, Beggs, Ok. #9

RELIEF cook & dietary aide, experience helpful.
Riverside Nursing Center.
555-9444 #10

MATURE babysitter for 2 children, my home, 21st & Garnett area, 555-9117. #11

C



49d—Help Wanted—Restaurants, Clubs

O.K. CORRAL
Cashiers, waitresses, cooks & dishwashers wanted. Apply in person at Union 76 Truck Stop, I-44 & 161st exit. #12

THE TULSA CLUB needs an experienced pantry man & experienced broiler cook. Call Chef Payette 555-5121, Ext. 36 #13

ROSIE'S RIB JOINT
Has immediate openings for bartenders, cocktail waitresses, lunch & dinner waitresses, dishwashers & busboys. Apply in person daily, 8125 E. 49th St. #14

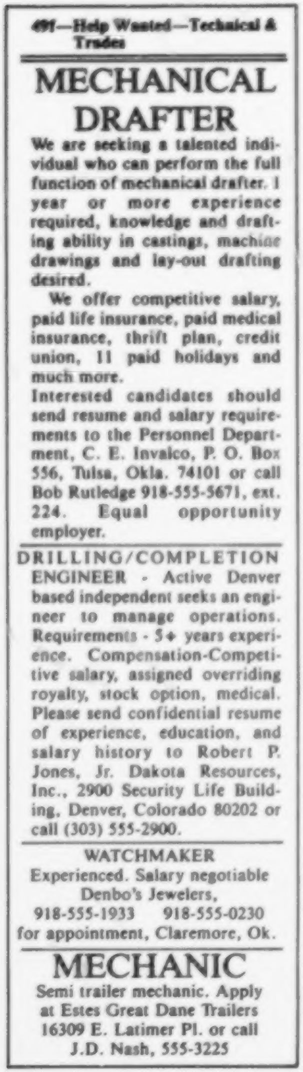
MA BELL's
$3.50 AFTER TRAINING
Bus persons & counter positions, part time evenings & weekends. Apply in person, 2-5 p.m., 5220 S. Yale or 6618 E. Admiral. #15

JANITOR
BORDENS CAFETERIAS
6322-A E. Admiral #16

STEAK & ALE RESTAURANT now accepting applications for general kitchen workers, full or part-time, evening shift. Should be able to work through the end of the year minimum. Apply in person, 4710 East 51st. 555-3610.
Equal opportunity employer #17

ASSIGNMENT SHEET #3

D



49f—Help Wanted—Technical & Trades

MECHANICAL DRAFTER

We are seeking a talented individual who can perform the full function of mechanical drafter. 1 year or more experience required, knowledge and drafting ability in castings, machine drawings and lay-out drafting desired.

We offer competitive salary, paid life insurance, paid medical insurance, thrift plan, credit union, 11 paid holidays and much more.

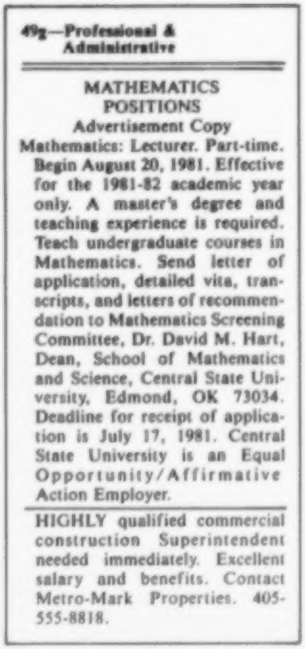
Interested candidates should send resume and salary requirements to the Personnel Department, C. E. Invalco, P. O. Box 556, Tulsa, Okla. 74101 or call Bob Rutledge 918-555-5671, ext. 224. Equal opportunity employer. #18

DRILLING/COMPLETION ENGINEER - Active Denver based independent seeks an engineer to manage operations. Requirements - 5+ years experience. Compensation-Competitive salary, assigned overriding royalty, stock option, medical. Please send confidential resume of experience, education, and salary history to Robert P. Jones, Jr. Dakota Resources, Inc., 2900 Security Life Building, Denver, Colorado 80202 or call (303) 555-2900. #19

WATCHMAKER
Experienced. Salary negotiable
Denbo's Jewelers,
918-555-1933 918-555-0230
for appointment, Claremore, Ok. #20

MECHANIC
Semi trailer mechanic. Apply
at Estes Great Dane Trailers
16309 E. Latimer Pl. or call
J.D. Nash, 555-3225 #21

E



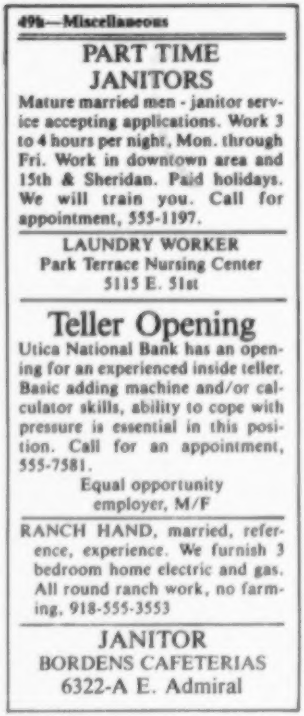
49g—Professional & Administrative

MATHEMATICS
POSITIONS
Advertisement Copy

Mathematics: Lecturer. Part-time. Begin August 20, 1981. Effective for the 1981-82 academic year only. A master's degree and teaching experience is required. Teach undergraduate courses in Mathematics. Send letter of application, detailed vita, transcripts, and letters of recommendation to Mathematics Screening Committee, Dr. David M. Hart, Dean, School of Mathematics and Science, Central State University, Edmond, OK 73034. Deadline for receipt of application is July 17, 1981. Central State University is an Equal Opportunity/Affirmative Action Employer. #22

HIGHLY qualified commercial construction Superintendent needed immediately. Excellent salary and benefits. Contact Metro-Mark Properties. 405-555-8818. #23

F



49h—Miscellaneous

PART TIME
JANITORS

Mature married men - janitor service accepting applications. Work 3 to 4 hours per night, Mon. through Fri. Work in downtown area and 15th & Sheridan. Paid holidays. We will train you. Call for appointment, 555-1197. #24

LAUNDRY WORKER
Park Terrace Nursing Center
5115 E. 51st #25

Teller Opening

Utica National Bank has an opening for an experienced inside teller. Basic adding machine and/or calculator skills, ability to cope with pressure is essential in this position. Call for an appointment, 555-7581. #26

Equal opportunity
employer, M/F

RANCH HAND, married, reference, experience. We furnish 3 bedroom home electric and gas. All round ranch work, no farming, 918-555-3553 #27

JANITOR
BORDENS CAFETERIAS
6322-A E. Admiral #28

LOCATING A JOB
UNIT I

ASSIGNMENT SHEET #4--USE CLASSIFIED ADS TO ANSWER SPECIFIC QUESTIONS

NAME ______________________________ SCORE ______________

Use the ads in Assignment Sheet #3 to answer the following questions.

A. Which ad states that a driver's license is needed? ______________________

B. Which ads state that the fee is paid? ______________ ______________

C. Which ad states that applicants must call after 5 P.M.? ______________________

D. Which ad has been placed by a firm outside the state of Oklahoma? ______________

E. Which ad states that the applicant must not smoke or drink? ______________

F. Which ads state that the applicant must be married? __________ __________

G. Which ad offers many benefits such as paid medical insurance, paid holidays, etc.?

____

H. Which ad offers profit sharing? ______________________________

I. Which ads request resumes? ______________ ______________

J. Which ad states a need for a semi-trailer mechanic? ______________________

K. Which four ads state that the applicant must apply in person?

1. ____
2. ____
3. ____
4. ____

LOCATING A JOB
UNIT I

ASSIGNMENT SHEET #5--FIND JOB POSSIBILITIES IN NEWSPAPERS

NAME ____________________ SCORE ____________

Find two job opportunities that you could apply for after graduation. Use newspapers. Copy the job ads below.

A. ____

____

____

____

____

B. ____

____

____

____

____

LOCATING A JOB
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

A. 5
B. 3
C. 1, 4
D. 4
E. 555-7937
F. 5
G. 2, 3
H. 4
I. 555-5251
J. 555-0000

Assignment Sheet #3

A. E
B. A
C. B
D. D
E. F
F. D
G. B
H. D
I. E
J. D

Assignment Sheet #4

A. 9
B. 1, 2
C. 7
D. 19
E. 4
F. 24, 27
G. 18
H. 2
I. 18, 19
J. 21
K. 12, 14, 15, 17

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

LOCATING A JOB
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Pages in the back of phone books that list business addresses and phone numbers

_____b. Specific or particular

_____c. Person applying for a job

_____d. Person or business that hires one or more persons to work for wages or salaries

_____e. Employment agency financed by taxes; offers free services

_____f. Business that helps people find jobs

_____g. Employment agency that charges for services

1. Yellow pages
2. Applicant
3. Employer
4. Specialized
5. Employment agency
6. Private agency
7. Public agency

2. Select from the following list places to seek help in finding a job. Write an "X" in the blank before each correct answer.

_____a. Signs in windows of businesses

_____b. Post office

_____c. Newspaper ads

_____d. Friends and relatives

_____e. School counselor

_____f. Gymnasium

_____g. Employment agencies

3. Distinguish between the characteristics of private and public employment agencies. Write the correct numbers in the blanks. Numbers will be used more than once.

_____a. Charges no fee for service

_____b. Requires an appointment

_____c. Offers specialized areas of employment

_____d. Requires no appointment

1. Private agency
2. Public agency

TEST

______e. Offers all areas of employment

______f. Charges fee for service

4. Match types of jobs to their correct descriptions. Write the correct numbers in the blanks.

______a. Jobs dealing with offices

______b. Jobs dealing with medicine

______c. Jobs that are not included in any other group

______d. Jobs dealing with home services

______e. Jobs dealing with tools

______f. Jobs requiring some or completed college work

______g. Jobs dealing with stores and selling

______h. Jobs dealing with services to businesses and institutions

______i. Jobs dealing with food preparation and service

1. Clerical
2. Domestic
3. Medical
4. Technical and trades
5. Professional and administrative
6. Miscellaneous
7. Food services
8. Retail
9. Community services

(NOTE: Test questions 5 through 9 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

5. Complete public employment-agency application.

6. Use private-agency employment ads.

7. Select the correct classified section.

8. Use classified ads to answer specific questions.

9. Find job possibilities in newspapers.

LOCATING A JOB
UNIT I

ANSWERS TO TEST

1. a. 1
   b. 4
   c. 2
   d. 3
   e. 7
   f. 5
   g. 6

2. a, c, d, e, g

3. a. 2
   b. 1
   c. 1
   d. 2
   e. 2
   f. 1

4. a. 1
   b. 3
   c. 6
   d. 2
   e. 4
   f. 5
   g. 8
   h. 9
   i. 7

5. Evaluated to the satisfaction of the instructor

6. Evaluated to the satisfaction of the instructor

7. Evaluated to the satisfaction of the instructor

8. Evaluated to the satisfaction of the instructor

9. Evaluated to the satisfaction of the instructor

JOB APPLICATION FORMS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to complete application forms neatly and accurately. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Arrange in order steps in completing a work permit application form.
3. Select from a list information usually requested on application forms.
4. Select from a list guidelines for completing job application forms.
5. Complete job application forms.

JOB APPLICATION FORMS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Discuss with students the necessity of obtaining a work permit if they are applying for a job and are not yet 18 years old.

   F. Discuss with students the statement of honesty at the end of the application forms.

   G. Invite a resource person from the community, perhaps a personnel manager, to discuss the importance of a neat, clear application.

   H. Discuss with students the fact that applications vary from company to company.

   I. Allow students plenty of time for assignment sheets. You may want to divide work on assignment sheets into small units.

   J. Give test.

   K. Reteach if necessary.

II. Instructional material

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Complete a Work Permit Application Form

      2. Assignment Sheet #2--Complete Job Application Forms

   E. Answers to assignment sheets

   F. Test

   G. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Applications courtesy of

1. Alco Masonry
   320 South Cheyenne Avenue
   Tulsa, Oklahoma 74103

2. Digital Equipment Corporation
   4150 S. 100 E. Avenue
   Tulsa, Oklahoma 74145

3. Target Stores, Inc.
   (Division of Dayton Hudson Corporation)
   7178 South Memorial Drive
   Tulsa, Oklahoma 74133

B. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

JOB APPLICATION FORMS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. AC--Telephone area code

   B. Alien--Not citizen of the United States

   C. Application--Form to complete in writing when applying for a job

   D. Minor--Person not yet 18 years old

   E. Position desired--Job you want

   F. Preclude--Stop

   G. Relevant--Important to

   H. Salaried applicants--People applying for the job who will not be paid by the hour

   I. Work permit--Official document showing a minor to be of legal age; legal permission for a minor to take a job

II. Steps in completing a work permit application form

   (NOTE: Under the child labor provisions of the Oklahoma State Labor Laws, students between the ages of fourteen and eighteen must apply for and be issued a work permit before they may take a job.)

   A. Obtain application from office of the county superintendent of schools (courthouse), or an authorized high school principal

   B. Complete section of application to be filled out by applicant

   C. Have future employer complete section of application to be filled out by employer

   D. Have parent or guardian complete section of application to be filled out by parent or guardian

      (NOTE: The issuing officer must speak to one of the parents or guardians before issuing the permit.)

   E. Have principal or recommending teacher sign application

   F. Return application to office of the county superintendent of schools or authorized high school principal

      (NOTE: Application must be filled out *completely* before a work permit will be issued.)

INFORMATION SHEET

III. Information usually requested on application forms (Assignment Sheets #1 and #2)

A. Personal

EXAMPLES: Name, address, telephone

B. Educational

EXAMPLES: Schools, diplomas, dates attended

C. Work experience

EXAMPLES: Company names, positions, salaries, dates

IV. Guidelines for completing job application forms (Assignment Sheets #1 and #2)

A. Use pen or typewriter

(NOTE: If using a pen, always use either blue or black ink.)

B. Print neatly and clearly

C. Spell correctly

D. Answer questions honestly and completely

JOB APPLICATION FORMS
UNIT II

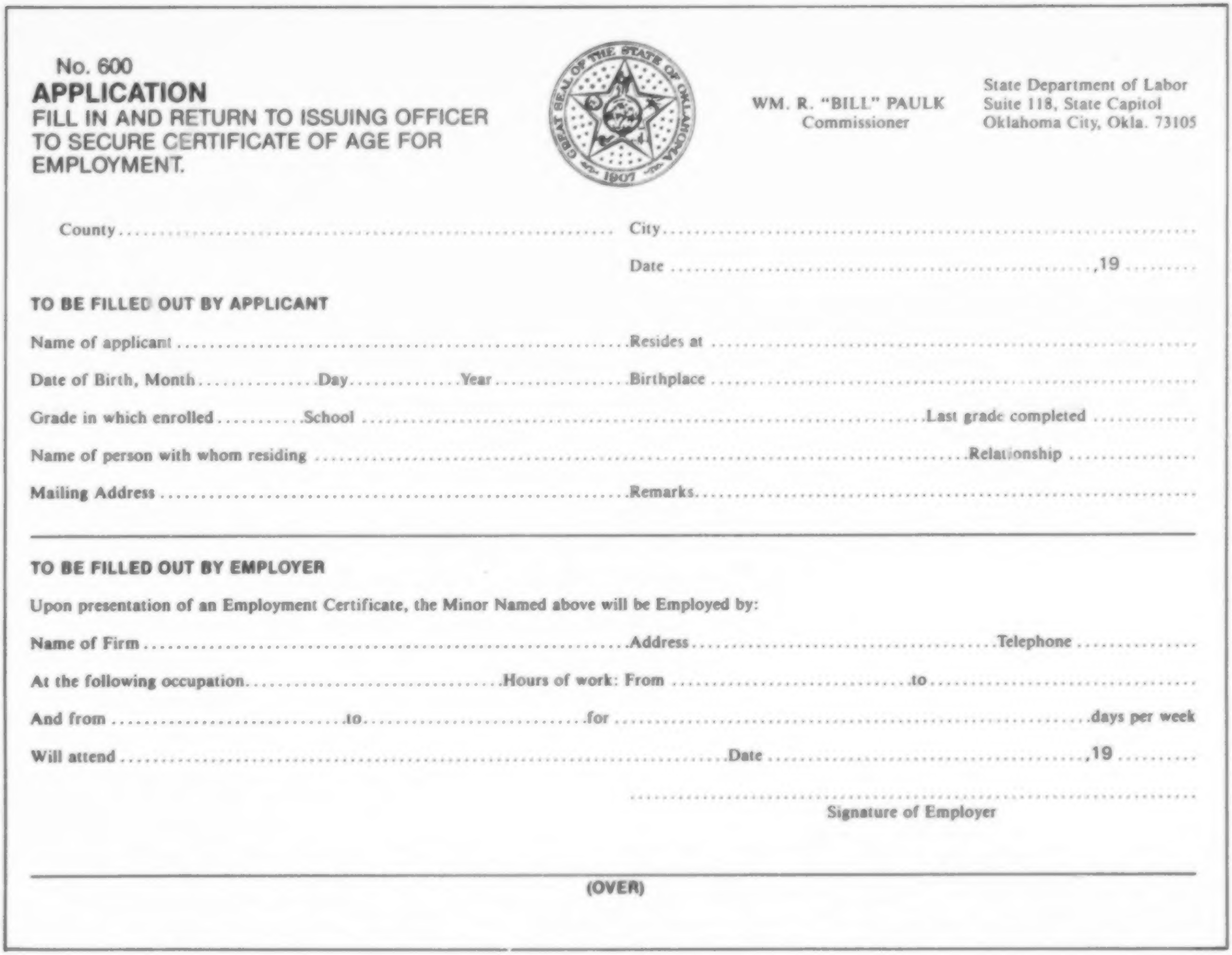
ASSIGNMENT SHEET #1--COMPLETE A WORK PERMIT APPLICATION FORM

NAME ______________________________ SCORE ______________

Students between the ages of fourteen and eighteen must apply for and be issued a work permit before they may take a job.

Complete the following work permit application form. Have your instructor complete the sections for employer and principal. Have your parents or guardian complete the appropriate section.

ASSIGNMENT SHEET #1



No. 600

APPLICATION

FILL IN AND RETURN TO ISSUING OFFICER
TO SECURE CERTIFICATE OF AGE FOR
EMPLOYMENT.

1907

WM. R. "BILL" PAULK
Commissioner

State Department of Labor
Suite 118, State Capitol
Oklahoma City, Okla. 73105

County .... City ....

Date ....,19 ....

TO BE FILLED OUT BY APPLICANT

Name of applicant .... Resides at ....

Date of Birth, Month .... Day .... Year .... Birthplace ....

Grade in which enrolled .... School .... Last grade completed ....

Name of person with whom residing .... Relationship ....

Mailing Address .... Remarks ....

TO BE FILLED OUT BY EMPLOYER

Upon presentation of an Employment Certificate, the Minor Named above will be Employed by:

Name of Firm .... Address .... Telephone ....

At the following occupation .... Hours of work: From .... to ....

And from .... to .... for .... days per week

Will attend .... Date ....,19 ....

....
Signature of Employer

(OVER)

ASSIGNMENT SHEET #1

TO BE FILLED OUT BY PARENT OR GUARDIAN

This is to certify that I am the..of the above minor and that I hereby consent to his/her employment by the above employer provided said minor is first issued an employment certificate as required by law. I further certify that he or she was born on the date above written and that I have been requested by the issuing officer to submit to him one of the documentary proofs of the date of birth and in the order listed below and do submit the proof indicated. SCHOOL RECORDS CANNOT BE ACCEPTED. LEGAL PROOF OF AGE MUST BE ONE OF THE FOLLOWING:

Birth Certificate ....Certificate of Baptism ....Bible Record ....

Certificate of Confirmation or other church ceremony at least one year old ....Certificate of arrival in the United States.........................

Life Insurance Policy at least one year old.................................... A certificate signed by two Physicians, one of whom shall be a Public Health Officer

or public school Medical Inspector.........................

It is agreed that irregular attendance or unsatisfactory classwork will be sufficient cause for cancellation of this program.

Date...,19...... ....

Signature of Parent or Guardian

PRINCIPAL'S OR TEACHER'S RECOMMENDATION

I, the undersigned (recommend ☐, do not recommend ☐, have no recommendation to make ☐) that ....

be given an employment certificate, provided..

....

WF5177

....

Signature of Principal or Teacher

WM. R. "BILL" PAULK
Commissioner of Labor

BEST COPY AVAILABLE

JOB APPLICATION FORMS
UNIT II

ASSIGNMENT SHEET #2--COMPLETE JOB APPLICATION FORMS

NAME______________________________ SCORE ______________

Complete the job application forms on the following pages. Pretend that you have graduated from high school. Remember to print neatly. Use blue or black ink.

ASSIGNMENT SHEET # 2

APPLICATION FOR EMPLOYMENT

(PRE-EMPLOYMENT QUESTIONNAIRE) (AN EQUAL OPPORTUNITY EMPLOYER)

PERSONAL INFORMATION

DATE

SOCIAL SECURITY NUMBER

NAME — LAST FIRST MIDDLE

PRESENT ADDRESS — STREET CITY STATE

PERMANENT ADDRESS — STREET CITY STATE

PHONE NO. ARE YOU 18 YEARS OR OLDER Yes ☐ No ☐

SPECIAL QUESTIONS

DO NOT ANSWER ANY OF THE QUESTIONS IN THIS FRAMED AREA UNLESS THE EMPLOYER HAS **CHECKED A BOX PRECEDING** A QUESTION, THEREBY INDICATING THAT THE INFORMATION IS REQUIRED FOR A BONA FIDE OCCUPATIONAL QUALIFICATION, OR DICTATED BY NATIONAL SECURITY LAWS, OR IS NEEDED FOR OTHER LEGALLY PERMISSIBLE REASONS.

☐ Height ____________ feet ____________ inches ☐ Citizen of U.S. ____ Yes ____ No ____

☐ Weight ____________ lbs. ☐ Date of Birth* ____________

☐ What Foreign Languages do you speak fluently? ____________ Read ____________ Write ____________

☐ ____

____

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

EMPLOYMENT DESIRED

POSITION DATE YOU CAN START SALARY DESIRED

ARE YOU EMPLOYED NOW? IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? WHERE? WHEN?

LAST

FIRST

MIDDLE

EDUCATION	NAME AND LOCATION OF SCHOOL	*NO. OF YEARS ATTENDED	*DID YOU GRADUATE?	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS, OR CORRESPONDENCE SCHOOL				

*The Age Discrimination in Employment Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age.

GENERAL

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

U.S. MILITARY OR NAVAL SERVICE RANK PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

TOPS FORM 3285 (REVISED) (CONTINUED ON OTHER SIDE) LITHO IN U.S.A.

ASSIGNMENT SHEET #2

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

DO YOU HAVE ANY PHYSICAL LIMITATIONS THAT PRECLUDE YOU FROM PERFORMING ANY WORK FOR WHICH YOU ARE BEING CONSIDERED? Yes No

PLEASE DESCRIBE:

IN CASE OF EMERGENCY, NOTIFY

NAME ADDRESS PHONE NO.

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

HIRED: Yes No POSITION DEPT.

SALARY/WAGE DATE REPORTING TO WORK

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

This form has been designed to strictly comply with State and Federal fair employment practice laws prohibiting employment discrimination. This Application for Employment Form is sold for general use throughout the United States. TOPS assumes no responsibility for the inclusion in said form of any questions which, when asked by the Employer of the Job Applicant, may violate State and/or Federal Law.

ABC Drug
An Equal Opportunity Employer

ASSIGNMENT SHEET #2

APPLICATION FOR EMPLOYMENT

Name ______ Last ______ First ______ Middle Initial ______ Social Security Number ______ Employee Number ______ Date ______

Present Address ______ Street ______ City ______ State ______ Zip ______ Phone No. ( ) AC ______

Permanent Address ______ Street ______ City ______ State ______ Zip ______ Phone No. ( ) AC ______

"The Age Discrimination Act of 1967 prohibits discrimination on the basis of age with respect to individuals who are at least 40, but less than 65 years of age." Date of Birth ______ No. of Dependents ______

Have you ever been convicted of a crime (other than minor traffic) ☐Yes ☐No If Yes, Explain ______

Are you a U.S. citizen ☐Yes ☐No If not, do you have the legal right to remain and work in the United States ☐Yes ☐No

In case of emergency notify ______ Name ______ Address ______ Phone

How were you referred to ABC Drug ______ Have you ever been employed by ABC Drug (or any operating company with the McFarland Corporation) before ☐Yes ☐No When ______ Company Name ______

Where ______ Supervisor's Name ______

PLACEMENT INFORMATION

Position applying for ______ Do you desire ☐Full Time ☐Part Time ☐Temporary

Days available ______ Hours available ______ When would you be available to start work ______

Do you type ☐Yes ☐No WPM ______ Take Dictation ☐Yes ☐No WPM ______ Office machines you operate ______

MILITARY SERVICE RECORD

Have you served in the United States Armed Forces (including Reserves or National Guard) ☐Yes ☐No Branch of Service ______

Do you have an unfulfilled reserve or National Guard obligation ______ Specialized training received ______

Primary duties ______ Highest rank or grade attained ______

EDUCATION	NAME OF SCHOOL	YEAR GRAD.
High School		
Business or Trade School		
College — University		
Other		

List any physical limitations that would interfere with the position you are applying for ______

Date of last physical ______

Present state of health

Have you ever applied for and/or received benefits under the provisions of the workmen's compensation act ☐Yes ☐No

When ______

46-B

ASSIGNMENT SHEET #2

List Last Four Employers:

	Employer's Name Address	Employer's Phone No. Supervisor	Position Held Responsibilities	Started Mo./Yr.	Left Mo./Yr.	Pay Rate (Salary)	Reason For Leaving (Or Desire to Leave)
Last or Present Position							
Next Previous							
Next Previous							
Next Previous							

May we contact your current supervisor for a reference ☐Yes ☐No Supervisor's Name ________________ Phone No. ________

IMPORTANT: READ BEFORE SIGNING

The facts set forth in my application are true and complete. I understand that if employed, false statements on this application shall be considered cause for dismissal. I authorize investigation of all statements and matters contained in this application which ABC Drug may deem relevant to my employment, and I authorize all my previous employers or other persons having information concerning me or my record to report such information to ABC Drug. I release each such person from all claims of liabilities whatsoever on account of making such inquiry or making such disclosures. ABC Drug will keep all such information confidential except where such information is required to be released by law.

I agree to submit to a physical examination at ABC Drug's expense by a doctor designated by ABC Drug prior to final acceptance of employment, if requested and at subsequent intervals as the employer may direct, it being understood that such medical examinations are to determine my physical fitness for continued employment in the event I am employed.

____
Signature of Applicant

____
Date

Interviewer's Comments:

Dept. ________ Job Title ________ DX ☐ New Hire ☐

Starting Date ________ Starting Time ________ Temp ☐ Rehire ☐

Starting Rate ________ Interviewer ________ Reg ☐ Transfer ☐

ASSIGNMENT SHEET #2

digital

APPLICATION FOR EMPLOYMENT

DIGITAL EQUIPMENT CORPORATION AFFORDS EQUAL EMPLOYMENT OPPORTUNITY

NAME (First, Middle Initial, Last)				SOCIAL SECURITY NO.
PRESENT ADDRESS (Street and Number, City, State, Zip)				TELEPHONE NO.
POSITIONS DESIRED: 1.	2.			SALARY REQUIREMENTS
U.S. CITIZEN YES ☐ NO ☐	ALIEN IDENTIFICATION NO.	HOW DID YOU HEAR ABOUT DIGITAL?		
ARE YOU A FORMER DIGITAL EMPLOYEE? YES ☐ NO ☐	HAVE YOU EVER APPLIED FOR WORK AT DIGITAL BEFORE? YES ☐ NO ☐	IF YES, WHEN?	RELATIVES/FRIENDS AT DIGITAL	

EDUCATION	TYPE OF SCHOOL	NAME OF SCHOOL	DID YOU GRADUATE	DEGREE	MAJOR SUBJECT

EMPLOYMENT			
	IMPORTANT — SALARIED APPLICANTS, PLEASE ATTACH DETAILED RESUME		
	1. COMPANY NAME AND ADDRESS (List most recent first)		DATES: FROM TO
	POSITION	DUTIES AND RESPONSIBILITIES (Use reverse side if necessary)	SALARY
	2. COMPANY NAME AND ADDRESS		DATES: FROM TO
	POSITION	DUTIES AND RESPONSIBILITIES	SALARY
	3. COMPANY NAME AND ADDRESS		DATES: FROM TO
	POSITION	DUTIES AND RESPONSIBILITIES	SALARY

PLEASE DESCRIBE ANY OTHER WORK EXPERIENCE, TRAINING, AND/OR ABILITIES RELEVANT TO THE POSITIONS APPLIED FOR:

REFERENCES: LIST SUPERVISORS AND OTHERS FAMILIAR WITH YOUR WORK OR SCHOOL ACHIEVEMENTS:

NAME	1.	2.	3.
POSITION			
COMPANY/SCHOOL			
ADDRESS			
TELEPHONE NO.			

I hereby certify that the foregoing statements are made truthfully and that the information is correct to the best of my knowledge and belief. I understand that any misrepresentation of this application may result in refusal or separation from employment. I also understand that if employed, I will be required to sign Digital Equipment Corporation's employment agreement on inventions and confidential information. In addition, I am aware of the fact that Digital has neither solicited nor will accept from me confidential information from previous employment. I further understand that employment with Digital is contingent upon satisfactory reports on a check of my references and a physical examination.

DATE:______________________ SIGNED:______________________

EN-1010B-06-R175-(646)

JOB APPLICATION FORMS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

JOB APPLICATION FORMS
UNIT II

TEST

NAME_________________________ SCORE _______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Job you want

_____b. Stop

_____c. Telephone area code

_____d. Not citizen of the United States

_____e. Important to

_____f. People applying for the job who will not be paid by the hour

_____g. Form to complete in writing when applying for a job

_____h. Official document showing a minor to be of legal age; legal permission for a minor to take a job

_____i. Person not yet 18 years old

1. Preclude
2. Relevant
3. Position desired
4. AC
5. Alien
6. Salaried applicants
7. Application
8. Work permit
9. Minor

2. Arrange in order steps in completing a work permit application form. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Have future employer complete section of application to be filled out by employer

_____b. Have principal or recommending teacher sign application

_____c. Obtain application from office of the county superintendent of schools (courthouse), or an authorized high school principal

_____d. Complete section of application to be filled out by applicant

_____e. Have parent or guardian complete section of application to be filled out by parent or guardian

_____f. Return application to office of the county superintendent of schools or authorized high school principal

TEST

3. Select from the following list information usually requested on application forms. Write an "X" in the blank before each correct answer.

   _____a. Re'sume'

   _____b. Personal

   _____c. Educational

   _____d. Religious

   _____e. Work experience

4. Select from the following list guidelines for completing job application forms. Write an "X" in the blank before each correct answer.

   _____a. Use pen or typewriter

   _____b. Spell correctly

   _____c. Dress neatly

   _____d. Answer questions honestly and completely

   _____e. Print neatly and clearly

5. Complete the job application form on the following page. Print neatly and answer the questions honestly and completely.

TEST

Busy Burger

EMPLOYEE INFORMATION FORM

SOCIAL SECURITY NO.____________________

NAME____ STREET ADDRESS________________________

First Name   Middle Initial   Last Name

SUITE OR APT. NO.________ CITY____________ STATE____________ ZIP____________ AREA CODE________ TEL. NO.________________

ARE YOU 21 OR OLDER? ☐YES ☐NO IF NOT, AGE__________ EVER WORK FOR BUSY BURGER BEFORE? IF YES, DATES AND LOCATION____________________

THIS SECTION TO BE FILLED OUT BY MANAGER ONLY AFTER HIRE

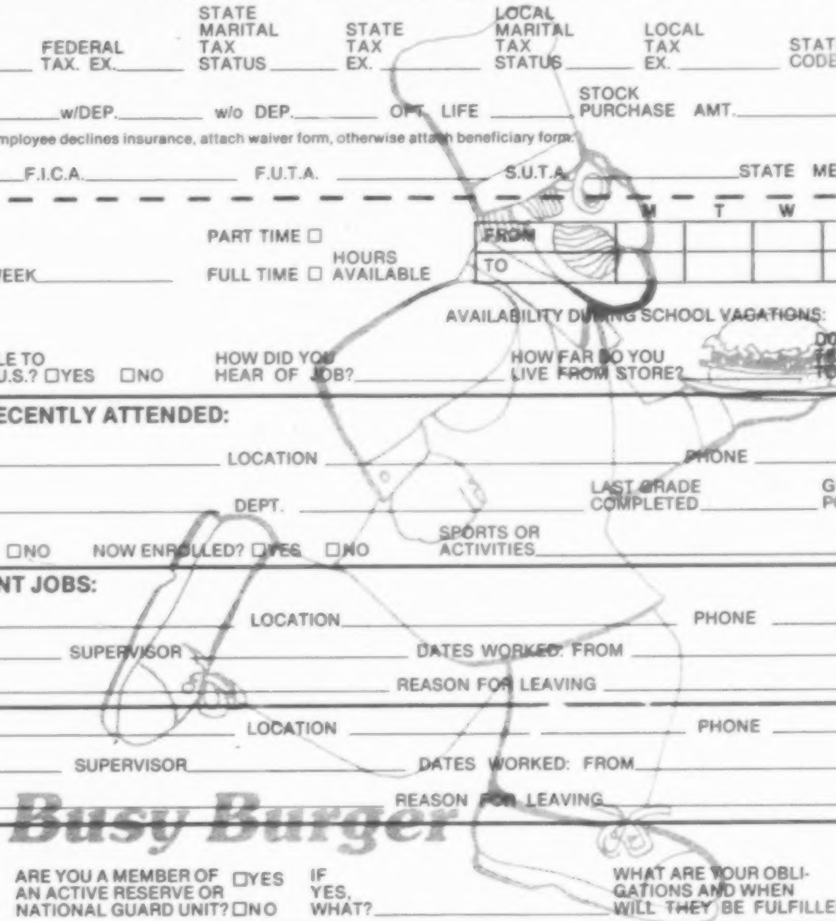
DATE OF HIRE________ DATE OF BIRTH_____/_____/_____ M ☐ F ☐ EMP. STATUS_____ C.S.D._____ JOB TITLE CODE_____

REHIRE YES ☐ NO ☐ FED. MARITAL TAX STATUS______ FEDERAL TAX. EX.______ STATE MARITAL TAX STATUS______ STATE TAX EX.______ LOCAL MARITAL TAX STATUS______ LOCAL TAX EX.______ STATE CODE______ LOCAL CODE______

GROUP INS. COVERAGE NONE*________w/DEP.________ w/o DEP.________ OPT. LIFE________ STOCK PURCHASE AMT.________ MEALS YES ☐ NO ☐ RATE______

*If employee declines insurance, attach waiver form, otherwise attach beneficiary form.

TAX EX. STATUS________ F.I.C.A.________ F.U.T.A.________ S.U.T.A.________ STATE MED./DISABILITY________



AVAILABILITY:

TOTAL HOURS AVAILABLE PER WEEK__________

PART TIME ☐

FULL TIME ☐

HOURS AVAILABLE

	M	T	W	T	F	S	S
FROM							
TO							

AVAILABILITY DURING SCHOOL VACATIONS: FULL☐ PART☐ NONE☐

ARE YOU LEGALLY ABLE TO BE EMPLOYED IN THE U.S.? ☐YES ☐NO HOW DID YOU HEAR OF JOB?________ HOW FAR DO YOU LIVE FROM STORE?________ DO YOU HAVE TRANSPORTATION TO WORK?________

SCHOOL MOST RECENTLY ATTENDED:

NAME____________________ LOCATION____________________ PHONE____________

TEACHER OR COUNSELOR________________ DEPT.____________ LAST GRADE COMPLETED______ GRADE POINT AVERAGE______

GRADUATED? ☐YES ☐NO NOW ENROLLED? ☐YES ☐NO SPORTS OR ACTIVITIES________________

TWO MOST RECENT JOBS:

COMPANY________________ LOCATION________________ PHONE____________

JOB____________ SUPERVISOR____________ DATES WORKED: FROM________ TO________

SALARY____________ REASON FOR LEAVING________________

COMPANY________________ LOCATION________________ PHONE____________

JOB____________ SUPERVISOR____________ DATES WORKED: FROM________ TO________

SALARY____________ REASON FOR LEAVING________________

U.S. MILITARY

SERVED? ☐YES ☐NO ARE YOU A MEMBER OF AN ACTIVE RESERVE OR NATIONAL GUARD UNIT? ☐YES ☐NO IF YES, WHAT?____________ WHAT ARE YOUR OBLIGATIONS AND WHEN WILL THEY BE FULFILLED?____________

PHYSICAL:

ANY HEALTH PROBLEMS OR PHYSICAL DEFECTS WHICH COULD AFFECT YOUR EMPLOYMENT? ☐YES ☐NO IF ANY SUCH HEALTH PROBLEMS OR PHYSICAL DEFECTS EXIST, PLEASE EXPLAIN________________

* DURING THE PAST 7 YEARS, HAVE YOU EVER BEEN CONVICTED OF A CRIME, EXCLUDING MISDEMEANORS AND TRAFFIC VIOLATIONS? ☐YES ☐NO IF YES, DESCRIBE IN FULL________________

* A conviction will not necessarily bar you from employment.

1. I certify that the information contained in this application is correct to the best of my knowledge and understand that deliberate falsification of this information is grounds for dismissal in accordance with Busy Burger's policy. 2. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you.

Date________________ Signature________________

Your application will be considered active for 30 days. For consideration after that, you must reapply.

IN CASE OF EMERGENCY PHONE________________

Interviewer or Reference Comments

PERSONAL REFERENCES:
(other than family)

NAME	PHONE NO.
__________	__________
__________	__________
__________	__________

If you want us to provide your address or telephone number to people or organizations outside Busy Burger who request them, initial here________________

Busy Burger is an equal opportunity employer. The Civil Rights Act of 1964 and State and Local laws prohibit discrimination on the basis of race, color, religion, sex or national origin. In addition, State and Local laws prohibit discrimination on the basis of disability, and the Age Discrimination in Employment Act of 1978 and some State and Local laws prohibit discrimination on the basis of age with respect to individuals who are at least 40 but less than 70 years of age. It is our policy to comply fully with these Acts and information requested on this application will not be used for any purpose prohibited by law.

TEST

HOW TO CLAIM WITHHOLDING EXEMPTIONS

1. If SINGLE (or if married and wish withholding as single person), write "1." If you claim no exemptions, write "0." ________
2. If MARRIED, one exemption each is allowable for husband and wife if not claimed on another certificate.
   - (a) If you claim both of these exemptions, write "2"; (b) If you claim one of these examptions, write "1"; (c) If you claim neither of these exemptions, write "0" .... ________
3. Exemptions for age and blindness (applicable only to you and your wife but not to dependents):
   - (a) If you or your wife will be 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both will be 65 or older, and you claim both of these exemptions, write "2." .... ________
   - (b) If you or your wife are blind, and you claim this exemption, write "1"; if both are blind, and you claim both of these exemptions, write "2." .... ________
4. If you claim exemptions for one or more dependents, write the number of such exemptions. (Do not claim exemption for a dependent unless you are qualified under Instruction 4 on other side.) .... ________
5. Special withholding allowance — If you only have one job, and do not have a wife or husband who works, enter "1." ________
6. If you claim additional withholding allowances for itemized deductions, fill out and attach Schedule A (Form W-4), and enter the number of allowances claimed (if claimed, file new Form W-4 each year.) .... ________
7. Add the exemptions and allowances (if any) which you have claimed above and write total. .... ________
8. Additional withholding per pay period under agreement with employer. (See Instruction 1.) .... $........ ________

I CERTIFY that the number of withholding exemptions claimed on this certificate does not exceed the number to which I am entitled.

(Date) 19 (Signed)

Employee's certification — Under penalties of perjury, I certify that I incurred no liability for Federal income tax for ____ and that I anticipate that I will incur no liability for Federal income tax for ________

....

(Signature)

....

(Date)

FOR MANAGER USE ONLY:

INITIAL INTERVIEW SUMMARY

Evaluation/Comments:

Personality: ________________

Appearance: ________________

Availability: ________________

"Team Fit": ________________

Overall Potential: ________________

REFERENCE CHECK SUMMARY

Reference Name ________________ Comments: ________________

Phone # ________________ ________________

Business/Personal (circle one) ________________

Date Called ________________ ________________

Called by ________________ ________________

Reference Name ________________ Comments: ________________

Phone # ________________ ________________

Business/Personal (circle one) ________________

Date Called ________________ ________________

Called by ________________ ________________

Reference Name ________________ Comments: ________________

Phone # ________________ ________________

Business/Personal (circle one) ________________

Date Called ________________ ________________

Called by ________________ ________________

Reference Name ________________ Comments: ________________

Phone # ________________ ________________

Business/Personal (circle one) ________________

Date Called ________________ ________________

Called by ________________ ________________

JOB APPLICATION FORMS
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 4
   d. 5
   e. 2
   f. 6
   g. 7
   h. 8
   i. 9

2. a. 3
   b. 5
   c. 1
   d. 2
   e. 4
   f. 6

3. b, c, e

4. a, b, d, e

5. Evaluated to the satisfaction of the instructor

JOB INTERVIEW
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to prepare for a job interview and select behaviors to help the interview go smoothly. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. State main areas of preparation for a job interview.
3. Distinguish between information to be obtained before and during a job interview.
4. Select from a list guidelines for dressing for an interview.
5. Arrange in order steps in preparing for an interview.
6. Select from a list recommended interviewing practices.
7. Select from a list points the interviewer looks for during the interview.
8. Complete a self-inventory.
9. Write information needed on a re'sume'.
10. Complete an employment application.
11. Choose polite, correct sentences.
12. Use telephone to arrange job interview.
13. Determine specific information about employer.
14. Prepare opening for job interview.
15. Practice interview questions.
16. Practice interview answers.
17. Write correct, polite answers to questions.
18. Participate in a job interview.
19. Evaluate interviewer's reaction.

JOB INTERVIEW
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order materials planned to supplement unit

(NOTE: The following films are available on a free-loan basis to Oklahoma teachers only. They may be ordered from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses accompanying the films.

1. Films

   a. *Job Interview: I Guess I Got the Job*. Color, 13 minutes, McGraw-Hill. Available from McGraw-Hill Films, 110 Fifteenth Street, Del Mar, California 92014.

      (NOTE: Through flashbacks, this film views two approaches of applicants for a job.)

   b. *Get The Job: Line Up Your Interview*. Color, 11 minutes, Coronet Films, 1976. Available from Coronet Films, 65 East South Water Street, Chicago, Illinois 60601.

      (NOTE: This film reviews how to write a résumé, choose a job objective, write a letter, and get a job.)

   c. *Interview: Ready or Not*. Color, 24 minutes, Churchill Films, 1975. Available from Churchill Films, 622 North Robertson Boulevard, Los Angeles, California 90069.

      (NOTE: This film explores the importance of a good self-concept.)

2. Film and teaching kit-- *Critical Steps of Job Interviewing.*

   (NOTE: This kit consists of a 16 mm film, five cassettes, and programmed learning notebooks. It is available for purchase from Oklahoma State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074.)

3. Pamphlets

   a. *How to Get and Hold the Right Job*

   b. *How to Prepare Yourself for Job Interviews*

   c. *How to "Sell Yourself" to an Employer*

      (NOTE: All the above are available from the nearest state employment service office.)

SUGGESTED ACTIVITIES

d. *Appointment With Tomorrow.* Available from Vaseco, Inc., 2301 Classen Boulevard, P.O. Box 60274, Oklahoma City, Oklahoma 73106.

e. *How Not to Blow a Job Interview.* Pamphlet available free from Army Reserve recruiter. U.S. Government Printing Office, 1978.

f. *Making the Most of Your Job Interview.* Pamphlet available free from New York Life Insurance Company, 51 Madison Avenue, New York, New York 10010.

B. Make transparencies.

C. Provide students with objective sheet.

D. Discuss unit and specific objectives.

E. Provide students with information and assignment sheets.

F. Discuss information and assignment sheets.

G. Provide students with newspaper classified ad pages for use on Assignment Sheet #3.

(NOTE: These help-wanted ads will give the students situations that they can role play.)

H. Invite resource people, such as owner of private employment office or personnel director, to serve on a panel to assist in teaching Objectives 4, 5, and 6.

I. Videotape an example of someone dressed inappropriately for an interview and an example of someone dressed appropriately for an interview.

J. Utilize videotape equipment to tape students as they role play interviews (Objective 15). Critique each of the interviews.

K. Provide ample opportunity for students to role play job interviews.

L. Role play as an applicant and as an interviewer to show students how it is done.

M. Invite parents to assist in interview role playing in Assignment Sheet #1.

N. Use a tape recorder to record students as they practice job interview questions and answers in Assignment Sheets #8, #9, and #11.

O. Give test.

P. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Transparency masters
    1. TM #1--Your Appearance Counts
    2. TM #2--Watch Your Posture!
    3. TM #3--Dress Appropriately
    4. TM #4--Sample Re'sume'
    5. TM #5--Re'sume' Highpoints
- E. Assignment sheets
    1. Assignment Sheet #1--Complete a Self-Inventory
    2. Assignment Sheet #2--Write Information Needed on a Re'sume'
    3. Assignment Sheet #3--Complete an Employment Application
    4. Assignment Sheet #4--Choose Polite, Correct Sentences
    5. Assignment Sheet #5--Use Telephone to Arrange Job Interview
    6. Assignment Sheet #6--Determine Specific Information About Employer
    7. Assignment Sheet #7--Prepare Opening for Job Interview
    8. Assignment Sheet #8--Practice Interview Questions
    9. Assignment Sheet #9--Practice Interview Answers
    10. Assignment Sheet #10--Write Correct, Polite Answers to Questions
    11. Assignment Sheet #11--Participate in a Job Interview
    12. Assignment Sheet #12--Evaluate Interviewer's Reaction
- F. Answers to assignment sheets
- G. Test
- H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Hunter, William F., and Pauline L. Lafollette. *Building Language Skills.* New York: Webster Division, McGraw-Hill Book Company, 1978.

B. Hunter, William F., and Pauline L. Lafollette. *Continuing Language Skills.* New York: Webster Division, McGraw-Hill Book Company, 1978.

C. Hunter, William F., and Pauline L. Lafollette. *Directing Language Skills.* New York: Webster Division, McGraw-Hill Book Company, 1978.

D. Oklahoma Job Service. "Before the Interview." Oklahoma City: Oklahoma State Employment Service, n.d.

E. Oklahoma Job Service. "How Do I Get a Job?" Oklahoma City: Oklahoma State Employment Service, n.d.

F. Oklahoma Job Service. "Re'sume' Completion Guideline." Oklahoma City: Oklahoma State Employment Service, n.d.

JOB INTERVIEW
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Affiliations--Clubs or groups you belong to

B. Applicant--Person applying for a job

C. Application--Form to be filled out when applying for a job

D. Documentation--Papers to help prove facts

E. Employee--One hired by another, usually for pay

F. Employer--One who hires another, usually for pay

(NOTE: An employer may be a person or a corporation.)

G. Evaluation--Act of judging or determining the value or quality of something

H. Fringe benefits--Goods and/or services a business provides for employees besides wages or salaries

EXAMPLES: Employee health insurance, vacations, sick leave, Christmas bonus, dental insurance, holidays, uniforms, educational programs

I. Interview--Meeting of people face to face, as for evaluating or questioning a job applicant

J. Objective--Goal; something you hope to get or achieve

K. Policies--Objectives and standards of a business or employee

L. Qualifications--Skill areas you have

M. Reference--Name of person who knows you well and can give favorable information about your character or ability

EXAMPLES: Former employers, teachers, supervisors

N. Re'sume'--A brief history of your personal and working background

O. Salary--Payment for labor or services; fixed payment made on a regular basis

P. Security--Precautions taken to protect property and/or life

Q. Seniority--Privileged status attained by length of continuous service

R. Wage--Payment for labor or services; payment made on hourly, daily, or piecework basis

INFORMATION SHEET

II. Main areas of preparation for a job interview

A. Appearance (Transparencies #1-#3)

EXAMPLES: Clean, neat clothes and hair

B. Mental readiness (Assignment Sheets #1, #6, and #7)

EXAMPLE: Find out about the job and company.

C. Documentation

EXAMPLES: Driver's license, social security number

III. Information to be obtained before and during a job interview

A. Before job interview

(NOTE: It is important to learn all that you can about a company before you interview with them for a job. This information will help you to ask the right questions during the interview, which will improve your chances of getting the job you want.)

1. Products employer makes or services it renders
2. How long employer has been in business
3. If employer has expanded its business or changed its operations
4. Name, position, and title of person who will be doing the interviewing
5. How to pronounce the interviewer's name
6. Typical salary for this type of job

B. During job interview

1. Working conditions

   EXAMPLES: Hours of work, pay period, dress regulations, unions and professional organizations you may be expected to join, hiring policies

2. Security and safety precautions
3. Public relations

   EXAMPLES: Relations among company employees and the public

4. Salary and/or wages

INFORMATION SHEET

5. Fringe benefits

6. Seniority

7. Opportunity for advancement

IV. Guidelines for dressing for an interview (Transparencies #1-#3)

(NOTE: It is very important that the applicant make the best impression possible from the *beginning* of the interview. Most interviewers form an opinion within the first four to six minutes of the interview.)

A. Dress to fit the job for which you are applying

(NOTE: Dress better for the interview than you normally would for a day on the job.)

B. Coordinate clothing

(NOTE: Consider colors, patterns, fabrics, and suitable styles for your shape and body structure.)

C. Be conservative

(NOTE: Avoid wearing high-fashion items or the newest fads.)

EXAMPLES: Wear simple jewelry, natural looking makeup; avoid strong colognes or aftershaves; avoid wearing sunglasses during the interview.

D. Be modest and well groomed

EXAMPLES: Clean, simply styled hair; clean and neatly trimmed nails and facial hair; buttoned shirt/blouse; fashionable but modest skirt length; well-fitting clothes (not too tight); polished shoes

V. Steps in preparing for an interview

A. Obtain employment application forms

B. Prepare a resume' (Transparencies #4 and #5; Assignment Sheet #2)

C. Complete employment application forms (Assignment Sheet #3)

D. Mail resume' and application forms

(NOTE: Sometimes you will fill out an application at the place of interview.)

E. Arrange for an interview (Assignment Sheet #5)

F. Prepare questions about job and employer (Assignment Sheet #6)

(NOTE: Write these questions in a small notebook.)

INFORMATION SHEET

G. Take a copy of your resume' and references to interview

H. Take your driver's license or other proof of identity to interview

I. Take a pen and small notebook to interview

(NOTE: The notebook that you take should be the same one that contains your questions.)

VI. Recommended interviewing practices (Assignment Sheet #11)

(NOTE: Your behavior before, during, and after your interview will strongly influence the impression that you make. The following practices will help you to "sell yourself" during an interview.)

A. Prepare for the interview

B. Arrive early for the interview

C. Go to interview alone unless otherwise requested

(NOTE: Occasionally, you may be asked to bring your spouse.)

D. Introduce yourself to the receptionist or secretary and the interviewer; state the purpose of your visit

E. Greet by name the person who will interview you

(NOTE: Be sure to pronounce the name correctly.)

F. Shake hands if the interviewer extends the offer

(NOTE: Make sure your handshake is firm.)

G. Sit down when the interviewer indicates that you should

H. Sit quietly until the interviewer opens the interview

I. Try not to show nervousness

(NOTE: Keep hands clasped in lap, if necessary, to keep them motionless.)

J. Maintain good posture

K. Maintain eye contact with interviewer

L. Listen carefully

(NOTE: This will enable you to answer the questions directly.)

M. Do not smoke or chew gum

N. Show a real interest in the job about which you are asking

INFORMATION SHEET

O. Use good manners (Assignment Sheets #4, #8, #9, and #10)

(NOTE: Be courteous. Say "thank you" for services and attention given to you. Have a ready smile and a friendly attitude.)

P. Be brief, positive, and honest when answering questions (Assignment Sheets #9 and #10)

(NOTE: You should explain your answers fully. It is usually necessary to explain "yes" and "no" answers.)

Q. Avoid using slang and offensive language (Assignment Sheet #4)

R. Be ready to talk about individual work experiences and special skills (Assignment Sheet #2)

S. Discuss positive aspects of self, not negative aspects of others or previous companies

T. Wait until the end of the interview to ask questions you have written down concerning the job

EXAMPLES: When you will be notified, whether you must return

U. Politely thank the interviewer for his or her time and consideration

V. Offer to provide the interviewer with any additional information

VII. Points the interviewer looks for during the interview (Assignment Sheet #12)

(NOTE: The following points are not listed in order of importance. Different employers will place varying degrees of value on the items listed below.)

A. Preparation

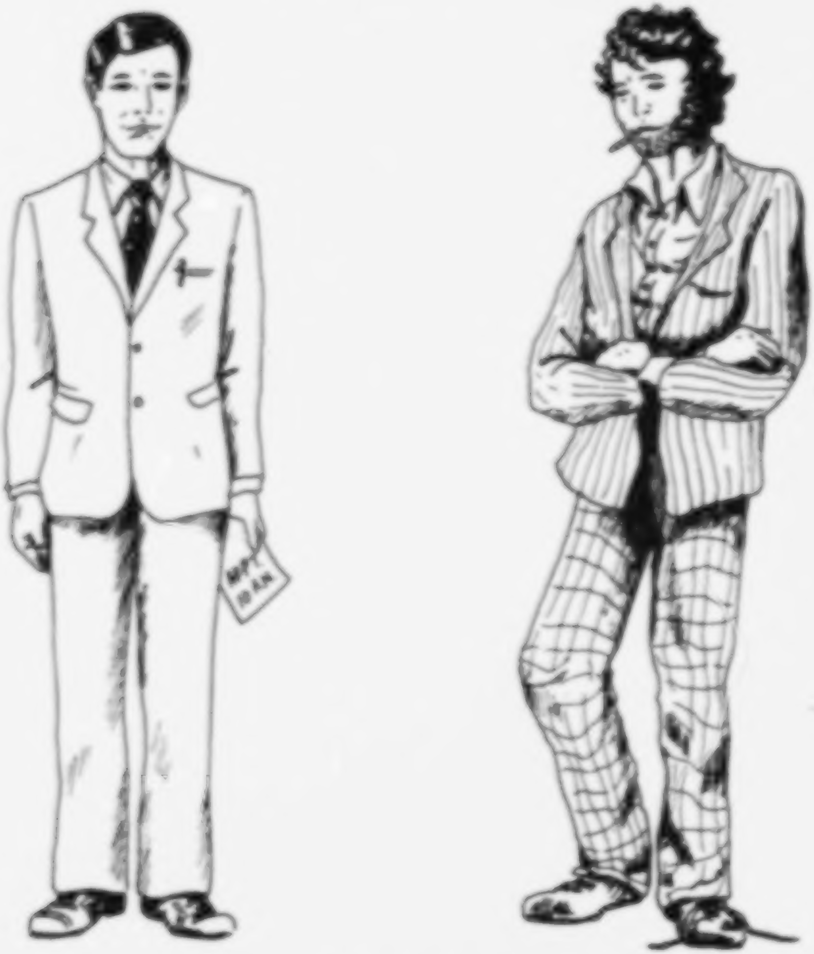
B. Experience

C. Attitude

D. Appearance

E. Personality

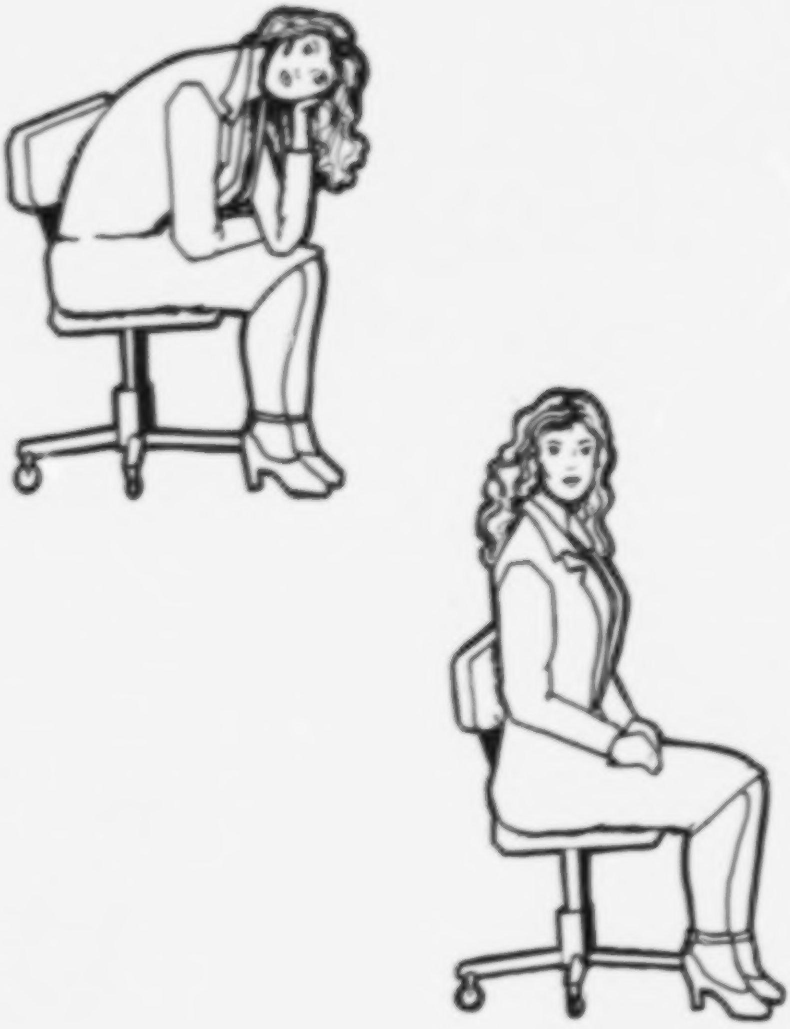
Your Appearance Counts



Which one would you hire?

TM #1

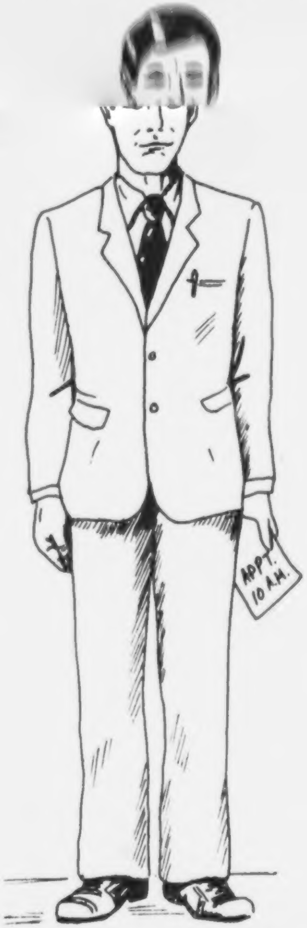
Watch Your Posture!



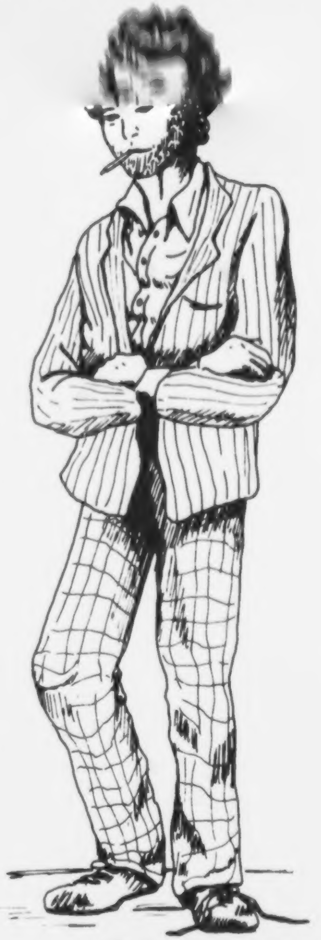
Which one would you hire?

Dress Appropriately

What qualities make one of these applicants a ''winner'' and the other''woeful''?



Winner Willie



Woeful Willie

ENG II - 75-B

SAMPLE RÉSUMÉ

Terry McKracken

Address:

Present	Permanent
774 E. Adams Street	Route #3
Yourtown, Yourstate 77704	Anytown, Yourstate 77702
405-311-7779	405-235-4433

Job Objective: Career in automotive repair

Education: Anytown High School, Anytown, Yourstate 1978-1982

Progress Vo-Tech, Progressville, Yourstate 1979-1981
Grade average: 2.7 on a 4.0 scale

Subjects Studied:
Auto mechanics — two years (1080 hours)
High school math
Basic drafting — two semesters
CVET mechanical — two semesters

Student Activities
President, Student Service Organization
Treasurer, Church Youth Fellowship Organization

Work Experience:
Gas station attendant — Jones Gas Station, Summer 1982
Hay hauler, summers (1977 - 1979)

References:

Mr. Sammy Slavedriver
Vocational Auto Mechanics Instructor
Progress Vo-Tech
Progressville, Yourstate 77703

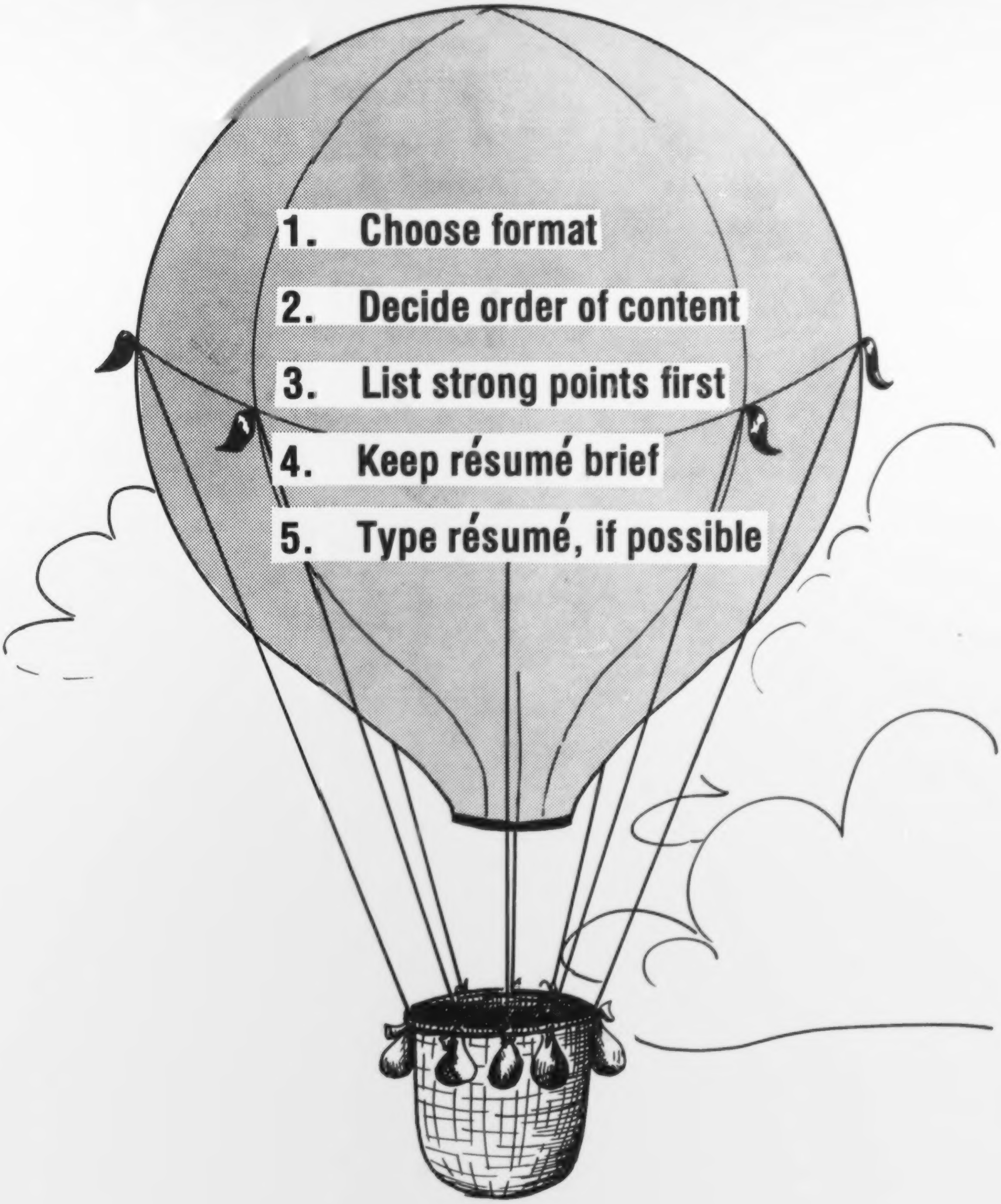
Mrs. Jerri Smith
Youth Director
Parkview Church
711 Fellowship Circle
Anytown, Yourstate 77702

Mr. John Goodwrench
Jones Gas Station
Anytown, Yourstate 77702

Randy Simpson
River Bend Ranch
Anytown, Yourstate 77702

TM #4

Résumé Highpoints



1. Choose format
2. Decide order of content
3. List strong points first
4. Keep résumé brief
5. Type résumé, if possible

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #1--COMPLETE A SELF-INVENTORY

NAME ______________________________

Good grooming is essential to career success. Poor personal appearance was identified as the number one reason why people are not hired during an employment interview. Remember, the employer's first impression of you is based on how you look. With this in mind, complete the chart below, and then answer the questions which follow.

	Always	Usually	Occasionally	Seldom or Never
BODY CLEANLINESS AND CARE Do you bathe at least once daily?				
Do you bathe soon after participating in strenuous activity?				
Do you use an effective deodorant daily?				
Do you keep your undergarments fresh and clean?				
POSTURE Do you sit properly without slouching?				
Do you stand properly with chin up and shoulders back?				
Do you walk with your head held high and at a fast pace?				
TEETH, MOUTH, AND BREATH Do you have a dental checkup at least once a year?				
Do you brush your teeth at least twice daily?				
Do you use good dental hygiene to avoid bad breath?				
Are you aware that gum and sweets may be harmful to your teeth?				

ASSIGNMENT SHEET #1

	Always	Usually	Occasionally	Seldom or Never
HAIR Do you avoid combing or brushing your hair in public?				
Do you wash your hair at least once a week?				
Do you brush your hair daily as needed?				
Do you wear your hair in a style that is becoming to you?				
Do you keep your brush and comb clean?				
If you have dandruff, have you tried a medicated shampoo or seen a doctor?				
FACE Is your skin clean and well cared for?				
Is your makeup moderate?				
Do you avoid applying makeup in public?				
HANDS Do you avoid biting your fingernails?				
Are your fingernails clean and trimmed to a moderate length?				
CLOTHING Do you keep your clothes in good repair, that is, no ripped seams, no missing buttons, and no pins, tape, or staples in hems?				
Do your clothes look neat, clean, and pressed?				
Do your clothes fit properly?				
Do you wear clothes suitable for the occasion?				
Do you wear shoes that fit properly?				

ASSIGNMENT SHEET #1

	Always	Usually	Occasionally	Seldom or Never
Do you keep your shoes brushed or polished and in good condition?				
Do you keep your outer garments free from dandruff and lint?				
GENERAL HEALTH AND APPEARANCE Do you make an effort to eat a balanced diet each day?				
Do you watch your weight carefully and try to keep it at the recommended weight for you?				
Do you avoid "junk foods"?				
Do you avoid eating what you know is harmful to you?				
If you had a serious skin problem, would you consult a dermatologist (skin specialist)?				
Do you get enough sleep each night?				
Do you have physical checkups regularly?				
Do you get enough physical activity?				
Are you absent no more than 1 1/4 days out of 30 on account of illness?				

A. What are your strengths in your personal grooming habits?

ASSIGNMENT SHEET #1

B. What areas of your personal grooming habits need improvement?

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #2--WRITE INFORMATION NEEDED ON A RESUME'

NAME ______________________________ SCORE ______________

Fill in the information below. Pretend you have graduated and have had some work experience. Be neat. Use Transparencies #4 and #5 as guidelines.

RESUME'

Name ____________________ Telephone: ____________________

Address ____________________

____

Employment objective

____

____

Work experience

____

____

____

____

____

Volunteer experience related to job applying for

____

____

____

Education

____

____

____

Affiliations

____

____

ASSIGNMENT SHEET #2

Additional information

References

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #3--COMPLETE AN EMPLOYMENT APPLICATION

NAME ______________________________ SCORE ______________

Complete the following application. Make sure that you use blue or black ink, and answer each question. If the question does not apply to you, write "N/A" in the blank.

APPLICATION FOR EMPLOYMENT

DATE ______________

Name ______________________________ SS # ______________
(Last) (First) (Middle)

Present address ______________________________ Telephone # ______________
Street Address City

Phone where you can be reached if not at above number Telephone # ______________

Are there any periods during the year when you will not be available for work? Yes ____ No ____ When? ______________

What is the earliest date you will be available to start work? ______________

Are you licensed or certified by any trade or profession? Yes ____ No ____ Kind of License? ______________

Have you worked for this company before? Yes ______ No ______ When? ______

How did you hear of employment opportunities at this company?

____Self-referral
____Advertisement
____Friend or Relative
____Employment Agency
____Other

Position Desired: First preference will be given first consideration

1. ______________________
2. ______________________
3. ______________________

Is there a minimum salary acceptable? Yes ____ No ____ If yes, what amount? ______

How long do you wish employment? Years ____ Months ____

I will accept:
Full-time ____ Part-time ____ Temporary ____ (6 mos. or less)

If part-time, what hours can you work? ______
____
____

How do you feel you are qualified for the position(s) applied for?

____
____
____
____

EDUCATION: List in order the educational institutions you have attended if applicable

Dates		Name of Institution	Major & Minor Courses Pursued	Degree or Certificate
From	To			
High School				
College or Univ.				
Vocational, Technical or Trade Schools				

ASSIGNMENT SHEET #3

May we contact your present Employer for References? ______

Employer ____________________ Address ____________________
(Present or Most Recent) Street City State
Phone ______________
Name and title of supervisor ____________________ From Month ________ Year ________
Your job and description of duties ____________________ To Month ________ Year ________
____________________ Pay $ ________ Per ________

Reason for terminating this Employment ____________________

Employer ____________________ Address ____________________
Street City State
Phone ______________
Name and title of supervisor ____________________ From Month ________ Year ________
Your job and description of duties ____________________ To Month ________ Year ________
____________________ Pay $ ________ Per ________
Reason for terminating this Employment ____________________

Employer ____________________ Address ____________________
Street City State
Phone ______________
Name and title of supervisor ____________________ From Month ________ Year ________
Your job and a description of duties ____________________ To Month ________ Year ________
____________________ Pay $ ________ Per ________
Reason for terminating this Employment ____________________

REFERENCES

1. ____________________
Name Address Phone
2. ____________________
Name Address Phone
3. ____________________
Name Address Phone
4. ____________________
Name Address Phone
5. ____________________
Name Address Phone

The above information is requested to become acquainted with your qualifications and IS NOT an offer of employment.

I certify that all of the information stated in this application is true to the best of my knowledge and belief, and I authorize you to refer to any former employers or others to verify the statements made.

____
Signature

EQUAL OPPORTUNITY EMPLOYER

The Oklahoma State Department of Vocational and Technical Education does not discriminate on the basis of race, creed, color, national origin, sex, age, veteran status, qualified handicap, or disability.

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #4--CHOOSE POLITE, CORRECT SENTENCES

NAME ______________________________ SCORE ______________

Read the sentences below. One sentence in each pair is illiterate or correct only for use with close friends. One is correct to use during a job interview. Circle the sentence that is correct for a job interview.

A. Hi, how're you doing?
Hello, how are you?

B. It is nice to meet you.
Good seein' ya.

C. I ain't doin' nothin'.
I am not employed right now.

D. Huh?
Pardon me?

E. Hold your horses.
Please wait a minute.

F. Run that past me again.
What did you say?

G. I have never done that.
I ain't never done that.

H. I seen your ad in the paper.
I saw your ad in the newspaper.

I. Gimme a pen.
Excuse me, may I borrow your pen?

J. Later.
Good afternoon.

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #5--USE TELEPHONE TO ARRANGE JOB INTERVIEW

NAME______________________________ SCORE ______________

Most employers seeking employees will require you to make an appointment to arrange for a job interview. Making an appointment by phone does two things. First, it shows that you are interested in saving the employer's time. Second, it shows that you are thoughtful for asking what would be the best time for the employer to see you. However, using the telephone to arrange for a job interview is not always appropriate. Be sure to follow procedures requested in the specific situation. The following information will help you use the telephone to arrange for a job interview. Use this information to help you complete this assignment.

A. Steps in making an appointment by phone

1. Plan what you are going to say before you call

   (NOTE: Jot down information.)

2. State your name and reason for calling

   EXAMPLE: "Hello, this is Tami Jamison and I'm calling about your ad for a housekeeping aide that appeared in last night's paper. May I have an appointment for an interview?"

3. Ask when would be the best time for you to come

   (NOTE: You must also have a time in mind in case the question is turned around and you are asked what time would be best for you.)

4. Ask the name and title of the person who will conduct the interview

5. Record the day, time, and place of the interview

6. Thank the receptionist for the help

B. Things to remember when calling for an appointment

1. Keep the receptionist on your side; the receptionist is there to help you

   (NOTE: The receptionist is sometimes asked to evaluate the applicant.)

2. Do not ask over the phone how much the job pays

3. Be polite and courteous

   (NOTE: Remember that this call is the first contact you may have with the employer. Make that first impression a good one.)

C. Ask if you should pick up an application blank or if the employer will send it to you before the interview

(NOTE: Often you will be required to have completed a job application form before being interviewed.)

ASSIGNMENT SHEET #5

Now that you have read about the correct way to arrange for a job interview, role play a situation in which you make an interview appointment by phone. Use the checklist that follows to evaluate your role play situation. You may also want to use this checklist when you actually make such arrangements.

	YES	NO
Prepared before calling		
Planned your questions and wording		
Identified self immediately		
Immediately stated reasons for calling		
Asked the best time for an appointment with the employer		
Was courteous and friendly		
Thanked the receptionist		
Made record of the interview date, hour, and place		
Asked about picking up or having application sent		

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #6--DETERMINE SPECIFIC INFORMATION ABOUT EMPLOYER

NAME______________________________ SCORE ____________

Before interviewing for a job, it is important to learn all that you can about the employer and the job for which you are applying. The information that you obtain will help you to discuss and ask questions intelligently during the interview. Your chances of getting the job will be greatly improved if you have done your "homework" before the interview. Use information contained in this unit as well as from other resources to complete this assignment.

A. List facts which you should learn about an employer when you are applying for a job.

B. Select an employer in your area or any employer for which you might want to work: Name of employer:______________________________. Assume that you are to go in for an interview. You are asked the question, "Why do you want to work for us?" Obtain up-to-date information concerning this employer that would help you to answer this question. Prepare a written response.

(NOTE: Information may be obtained through the employer's training manual, newsletters, bulletins, and other literature; advertisements; financial reports; articles in the newspaper; present employees; and in-service training programs.)

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #7--PREPARE OPENING FOR JOB INTERVIEW

NAME________________________________ SCORE ______________

It is important that you make a good impression during your entire interview. The impression you make with the secretary or receptionist may even be considered in deciding who gets the job. It is essential that you plan what you will say to the secretary or receptionist upon your arrival, and also what you will say when greeting the interviewer.

PART I

A. As soon as you arrive at the interview location, you should

1. Go to the person in the office

   (NOTE: This may be the secretary or receptionist.)

2. Introduce yourself

3. State the purpose of your visit

   EXAMPLE: "Good morning. I'm Chris O'Neil, and I am applying for a job as child care aide. I have a ten o'clock appointment with Ms. Green."

B. As your interview is started and you are greeting the interviewer, you should

1. Greet the interviewer by name

   (NOTE: You should have found out in advance the name and title of the interviewer and how to pronounce the name correctly.)

2. Introduce yourself

3. State the purpose of your visit

   EXAMPLE: "Good morning, Mr. Smith. I'm Tom Wright, and I am here to apply for the position of carpet layer."

ASSIGNMENT SHEET #7

PART II

Prepare what you will say to both the person in the office and the interviewer for each of the following situations. Use the space provided for your answers.

A.

WANT AD

> Experienced seamstress. Four-week training program in Dallas. Salary $650/month. Commission plan after training. Fashion Looks Company. 555-9420.

You have a 9:30 A.M. appointment with Mr. Phil Harrison, sales manager.

1. Plan what you will say to the person in the office ____________________

2. Plan what you will say when greeting the interviewer ____________________

ASSIGNMENT SHEET #7

B.

WANT AD

> Experienced child care worker.
> Lollypop Trail. 555-6374.

You have a 1:30 P.M. appointment with Ruth Jordan, day care supervisor.

(NOTE: If you do not know if a female interviewer is married, you should address her as Ms. unless she indicates that she would prefer to be addressed another way.)

1. Plan what you will say to the person in the office

2. Plan what you will say when greeting the interviewer

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #8--PRACTICE INTERVIEW QUESTIONS

NAME ______________________ SCORE __________

Interviews involve a question-answer situation. The interviewee is expected to answer many different questions. It is important for you to think before answering questions. Then be brief, positive, and honest in answering. The following are questions which might be asked when applying for various jobs. Use them as you practice job interviews. This assignment sheet may also be useful to you before going to an actual interview.

(NOTE: Questions concerning race, creed, color, national origin, sex, age, veteran status, handicaps, or disabilities cannot be legally asked during the interview process. Unfortunately, some employers continue to ask such questions. Answer such questions at your discretion as openly and honestly as possible.)

Think of a specific job that interests you, and then answer the following questions. Why do you think each question might be asked? Write down brief answers in the spaces provided, and discuss with the class.

A. Where do you go to school? ______________________

When will you graduate? ______________________

B. What did you like best and what did you like least about the jobs or activities you have performed?

____

____

C. Do you have a handicap or health problem which would prevent you from performing the duties of this job?

____

____

D. At what salary do you expect to start? ______________________

E. Describe the training you have had and how you think it has prepared you for this job.

____

____

____

____

____

____

ASSIGNMENT SHEET #8

F. What are some of your special abilities?

What skills do you possess?

What machines can you operate?

G. What personal characteristics do you think are needed to succeed in your vocation?

H. Is there an area in which you feel you need improvement or additional training in order to perform in this position?

I. Please describe your employment history. Include dates, wages earned, and reasons for leaving. Also include any voluntary or nonpaid activities which contribute to your experience history.

J. May we write or call your last employer?

ASSIGNMENT SHEET #8

K. How many people have you supervised at work or through organizations of which you are a member?

____

L. This job requires working one weekend per month. Would you be able to work this type of schedule?

____

M. How could you contribute to our organization?

____

____

Why should we hire you?

____

____

N. How do you feel about attendance and being on time for work?

____

____

O. Would you be willing to relocate?______________________________

P. When could you start to work?______________________________

Q. Why would you like a job with this company?

____

____

____

____

R. Why do you want *this* job?

____

____

____

____

ASSIGNMENT SHEET #8

S. Is there anything else you would like to tell us about yourself?

____

____

____

____

T. Do you have any questions you want to ask us?

____

____

____

____

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #9--PRACTICE INTERVIEW ANSWERS

NAME ______________________________ SCORE ______________

Practice interview answers. Write the best answers to the following questions. You have three choices for each question.

A. How are you?

1. Okay. 2. All right. 3. Fine, thank you.

____

B. Why do you want to work with this company?

1. I think I would like the job. 2. I don't know. 3. I'm broke.

____

C. Have you ever done this type of work before?

1. I don't remember. 2. No, I ain't. 3. No, but I would like to learn.

____

D. Are you able to work nights?

1. No way. 2. Yes, I am. 3. Maybe.

____

E. When could you begin working?

1. I don't know. 2. Who cares? 3. Whenever you would like.

____

F. Do you have transportation to work?

1. Uh-huh. 2. I don't know. 3. Yes, I do.

____

G. Would this salary be enough?

1. No way. 2. Yes, it would. 3. Are you kidding?

____

ASSIGNMENT SHEET #9

H. Can you do this type of work?

1. I'd like to try. 2. Who knows? 3. We'll see, won't we?

I. What skills do you have?

1. What kind would you like me to have?
2. I have worked on three types of office machines.
3. You name it; I got it.

J. Who are your references?

1. One is my teacher, Mrs. Stone.
2. What are references?
3. I ain't got none.

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #10–WRITE CORRECT, POLITE ANSWERS TO QUESTIONS

NAME ______________________ SCORE __________

Here are some questions you may be asked on a job interview. Write a response to each question or statement. Be polite and use correct English. The person conducting the interview is a woman.

A. Good afternoon. How are you today?

____

B. Won't you please sit down?

____

C. Did you have any trouble finding us?

____

D. Do you mind if I look at your résumé?

____

E. When will you graduate?

____

F. Have you ever worked at this type of job before?

____

G. Do you think you can learn how to do this job?

____

H. Why do you want to work here?

____

I. When can you start work?

____

J. It has been nice talking to you.

____

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #11--PARTICIPATE IN A JOB INTERVIEW

NAME ______________________ SCORE ______________

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant, and then switch so that each of you gets to play both roles. Apply for the job you now have, for one you would like to have, or use the sample interview at the end of this assignment sheet. You may want to use the want ads in a local newspaper to find out what jobs are available. Let your classmates evaluate your performance, using the job interview evaluation form below. Videotape the practice sessions if possible.

JOB INTERVIEW EVALUATION FORM

	YES	NO
Preparing for the Interview A. Were you clean, well groomed, and neat?		
B. Did you wear appropriate clothes and shoes for the type of job for which you were applying?		
C. Did you take an ink pen and résume' with the information you may need about social security number, references, addresses, dates employed, and dates attended school?		
D. Did you go alone, not taking parents, children, spouse, or friends with you?		
E. Were you on time for the interview?		
F. Did you know the name and title of the interviewer?		
G. Did you know important facts about the employer, such as name, kind of business, products and services, reasons you want to work there, how old the company is, and where the plants, offices, or stores are located?		
H. Were you prepared with appropriate questions? EXAMPLES: How many other people perform this job? Who will be my supervisor? Are there job advancement opportunities?		
I. When you met the receptionist, did you smile, introduce yourself, state that you had an appointment, follow the receptionist's instructions, and wait patiently?		

ASSIGNMENT SHEET #11

	YES	NO
Participating in the Interview J. Did you enter with poise and greet the interviewer by name?		
K. Did you shake hands firmly if the interviewer offered his or her hand?		
L. Did you introduce yourself?		
M. Did you seat yourself only at the interviewer's invitation?		
N. Did you show signs of nervousness? (NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.)		
O. Did you not place personal things on the interviewer's desk, smoke, or chew gum?		
P. Did you look alert, interested, and enthusiastic? (NOTE: Sit slightly forward in the chair to give an alert appearance.)		
Q. Were you confident and courteous?		
R. Did you answer questions clearly?		
S. Did you not interrupt the interviewer?		
Anticipating Employer's Questions and Volunteering Proper Information T. Did you avoid giving all "yes" and "no" answers?		
U. Did you avoid criticisms of former employers?		
V. Did you avoid talking about personal problems? (NOTE: The interviewer will be interested in what you can contribute to the business rather than what the business can do for you. Do not use a sob story about how desperate you are for a job.)		
W. Did you show copies of your work if applicable?		

ASSIGNMENT SHEET #11

	YES	NO
X. Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired? EXAMPLES: "I was fired, but I have learned from my mistakes." "I was laid off because they did not need as many employees during the slow season."		
Y. Did you try to mention your best qualities in relation to something concrete? EXAMPLE: "I earned 75 percent of my expenses while going to school" is better than "I am a hard worker and want to get ahead."		
Z. Did you give the lead back to the interviewer, if you found yourself talking too long, by saying, "Perhaps you have some other questions to ask me"?		
AA. Were you prepared for personal questions about your home life and your parents' occupations?		
BB. Were you prepared to respond to questions concerning politics, religion, or economics?		
CC. Did you look directly at the interviewer, smile, use correct English, and speak in clear, moderate tones? (NOTE: Avoid swearing or using slang terms.)		
DD. Did you show an interest in the employer and/or job by asking questions?		
EE. Did you really try to sell yourself? (NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)		
FF. Did you give the interviewer the opportunity to mention salary and fringe benefits? (NOTE: If the interviewer failed to supply this information, ask about the company's policies regarding salary/fringe benefits.)		

ASSIGNMENT SHEET #11

	YES	NO
Closing the Interview GG. Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in the chair?		
HH. Did you ask, "May I say one thing more?" or "Would you be interested in....?" if the interviewer seemed to be ending before all important selling points had been made?		
II. Did you thank the interviewer for the time and leave promptly?		
Following up the Interview JJ. Did you write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview?		

(NOTE: Even if the interviewer does not offer the position, you should learn from every situation and try to improve your interviewing techniques.)

ASSIGNMENT SHEET #11

SAMPLE JOB INTERVIEW

(NOTE: Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.)

A = Applicant

I = Interviewer

A *(Enters room, pauses, smiles, and approaches Ms. Jones, whose hand is extended. They shake hands.)* Hello, Ms. Jones, I'm Joe Hunter, and I am applying for the job of meat wrapper, which you advertised in Friday's *Daily Press*.

I Hello, Mr. Hunter. Won't you have a seat?

A Thank you. I have a re'sume' which may be helpful to you. *(Hands Ms. Jones the re'sume' and sits down.)*

I This is a very well-prepared data sheet. Well, Joe, tell me about yourself.

A I'm a junior at Anytown High School where I'm enrolled in mechanical trades education. I'm interested in working in a business like yours while going to school. My older brother works in a business in Big City, and I think there are a lot of future opportunities in this field.

I Joe, have you had any work experience; or are you presently working anywhere?

A Yes. I am working as a courtesy clerk for Marty's Meat Market. I am responsible for keeping the checkout area clean and well stocked with sacks, as well as carrying groceries for the customers. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from your job at the meat market?

A Probably the most important thing I have learned is how to deal with customers.

I What kind of person is your employer, and how do you get along?

A My employer has several good qualities. He offers very good service to the customers, and we get along well.

I Why do you want to leave?

A I feel there would be more opportunity for me to develop the skills necessary to reach my occupational objective in a business such as yours.

I How did you get the job at the meat market?

A A friend of mine who used to work there recommended me as his replacement.

ASSIGNMENT SHEET #11

I When would you be able to start, and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the FHA, student council, and glee club. I should know about any trips with these groups early enough to make arrangements with you and another employee so that there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

A No, Ms. Jones.

I Have you ever had any difficulty with the police other than a traffic violation?

A No.

I How much do you expect to earn?

A I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A *(Stands)* Thank you for your time, Ms. Jones. Have a good day. *(Shakes hands and leaves.)*

JOB INTERVIEW
UNIT III

ASSIGNMENT SHEET #12--EVALUATE INTERVIEWER'S REACTION

NAME ______________________________ SCORE ______________

Being interviewed is not always easy. You only have a few minutes to make a good impression. Your attitude, personality, and appearance, as well as your preparation for the interview and your work experience, are all points that the interviewer looks for and evaluates during the interview. It is up to you to sell yourself to the interviewer, to convince this person that you are the one for the job.

Read the following letter. Answer the questions that follow to evaluate this interviewer's reaction.

Dear Kerry,

Today you asked me for a job. From the look of your shoulders as you walked out, I suspect that you have been turned down before, and maybe by now you believe that people right out of high school can't find work.

But, I hired a teenager today. You saw her. She was the one with the clean hair, hands, and clothes. What was so special about her? Not experience--neither of you had any. It was her attitude that put her on the payroll instead of you. She wanted that job badly enough to dress for the interview, to find out all she could about our company before coming in for the interview, and to find out who was to conduct the interview. She did her best to impress me. That is where she edged you out.

I needed to hire someone who would go out in the plant, keep her eyes open, and work for me like she would work for herself. If you have even the vaguest idea of what I am trying to say, let it show the next time you ask for a job. You will be head and shoulders over the rest.

Adapted from a letter contributed by
Brother "Friday" Fitzgerald

ASSIGNMENT SHEET #12

A. List the good characteristics of the teenager who was hired.

B. List Kerry's unsuitable characteristics.

C. Why did the other person get the job?

D. What recommendations would you make to Kerry?

JOB INTERVIEW
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Completed to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

A. Hello, how are you?
B. It is nice to meet you.
C. I am not employed right now.
D. Pardon me?
E. Please wait a minute.
F. What did you say?
G. I have never done that.
H. I saw your ad in the newspaper.
I. Excuse me, may I borrow your pen?
J. Good afternoon.

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9

A. Fine, thank you.
B. I think I would like the job.
C. No, but I would like to learn.
D. Yes, I am.
E. Whenever you would like.
F. Yes, I do.
G. Yes, I would.
H. I'd like to try.
I. I have worked on three types of office machines.
J. One is my teacher, Mrs. Stone.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #10--Evaluated to the satisfaction of the instructor

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

Assignment Sheet #12--Evaluated to the satisfaction of the instructor

JOB INTERVIEW
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks. Definitions are continued on the next page.

_____a. Skill areas you have

_____b. Clubs or groups you belong to

_____c. Papers to help prove facts

_____d. A brief history of your personal and working background

_____e. Name of person who knows you well and can give favorable information about your character or ability

_____f. Goal; something you hope to get or achieve

_____g. Meeting of people face to face, as for evaluating or questioning a job applicant

_____h. Form to be filled out when applying for a job

_____i. Payment for labor or services; fixed payment made on a regular basis

_____j. Person applying for a job

_____k. One who hires another, usually for pay

_____l. Precautions taken to protect property and/or life

_____m. Privileged status attained by length of continuous service

_____n. Payment for labor or services; payment made on hourly, daily, or piecework basis

_____o. Act of judging or determining the value or quality of something

_____p. Objectives and standards of a business or employee

1. Documentation
2. Re´sume´
3. Objective
4. Qualifications
5. Reference
6. Affiliations
7. Interview
8. Applicant
9. Employer
10. Seniority
11. Salary
12. Security
13. Fringe benefits
14. Application
15. Wage
16. Policies
17. Evaluation
18. Employee

TEST

_____q. Goods and/or services a business provides for employees besides wages or salaries

_____r. One hired by another, usually for pay

2. State main areas of preparation for a job interview.

a. ____

b. ____

c. ____

3. Distinguish between information to be obtained before and during a job interview. Write a "B" in the blanks before information to be obtained *before* an interview. Write a "D" in the blanks before information to be obtained *during* a job interview.

_____a. If employer has expanded its business or changed its operations

_____b. Security and safety precautions

_____c. Fringe benefits

_____d. Opportunity for advancement

_____e. How to pronounce the interviewer's name

_____f. Products employer makes or services it renders

_____g. Working conditions

_____h. Name, position, and title of person who will be doing the interviewing

_____i. Salary and/or wages

_____j. Public relations

_____k. Seniority

_____l. Typical salary for this type of job

_____m. How long employer has been in business

4. Select from the following list guidelines for dressing for an interview. Write an "X" in the blank before each correct answer.

_____a. Wear the latest fad

_____b. Be modest and well groomed

_____c. Dress to fit the job for which you are applying

_____d. Coordinate clothing

_____e. Be conservative

TEST

_____f. Wear strong colognes or aftershaves as your personal trademark

_____g. Wear sunglasses during the interview

5. Arrange in order steps in preparing for an interview. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Complete employment application forms

_____b. Take a copy of your re'sume' and references to interview

_____c. Obtain employment application forms

_____d. Prepare questions about job and employer

_____e. Take a pen and small notebook to interview

_____f. Prepare a re'sume'

_____g. Arrange for an interview

_____h. Take your driver's license or other proof of identity to interview

_____i. Mail re'sume' and application forms

6. Select from the following list recommended interviewing practices. Write an "X" in the blank before each correct answer.

_____a. Greet by name the person who will interview you

_____b. Chew gum to calm nerves

_____c. Show a real interest in the job about which you are asking

_____d. Be brief, positive, and honest when answering questions

_____e. Shake hands if the interviewer extends the offer

_____f. Take your mother to the interview

_____g. Wait until the end of the interview to ask questions you have written down concerning the job

_____h. Maintain eye contact with interviewer

_____i. Offer to provide the interviewer with any additional information

7. Select from the following list points the interviewer looks for during the interview. Write an "X" in the blank before each correct answer.

_____a. Experience

_____b. Appearance

_____c. Sex appeal

TEST

_____d. Family background

_____e. Personality

_____f. Preparation

_____g. Attitude

(NOTE: Test questions 8-19 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Complete a self-inventory.
9. Write information needed on a re'sume'.
10. Complete an employment application.
11. Choose polite, correct sentences.
12. Use telephone to arrange job interview.
13. Determine specific information about employer.
14. Prepare opening for job interview.
15. Practice interview questions.
16. Practice interview answers.
17. Write correct, polite answers to questions.
18. Participate in a job interview.
19. Evaluate interviewer's reaction.

JOB INTERVIEW
UNIT III

ANSWERS TO TEST

1. a. 4
   b. 6
   c. 1
   d. 2
   e. 5
   f. 3
   g. 7
   h. 14
   i. 11
   j. 8
   k. 9
   l. 12
   m. 10
   n. 15
   o. 17
   p. 16
   q. 13
   r. 18

2. a. Appearance
   b. Mental readiness
   c. Documentation

3. a. B
   b. D
   c. D
   d. D
   e. B
   f. B
   g. D
   h. B
   i. D
   j. D
   k. D
   l. B
   m. B

4. b, c, d, e

5. a. 3
   b. 7 or 8 or 9
   c. 1
   d. 6
   e. 9 or 7 or 8
   f. 2
   g. 5
   h. 8 or 7 or 9
   i. 4

ANSWERS TO TEST

6. a, c, d, e, g, h, i
7. a, b, e, f, g
8. Completed to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor
16. Evaluated to the satisfaction of the instructor
17. Evaluated to the satisfaction of the instructor
18. Evaluated to the satisfaction of the instructor
19. Evaluated to the satisfaction of the instructor

LITERATURE
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to distinguish between prose and poetry, and interpret various types of literature. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match types of literature to their correct definitions.
3. Match parts of literature to their correct descriptions.
4. Identify points on a plot outline.
5. Match patterns of plot development to their correct definitions.
6. Distinguish between straightforward and figurative language.
7. Identify poets' reasons for writing poems.
8. Create a haiku word picture.
9. Use rhythm and rhyme to complete limericks.
10. Identify tone in a short story.
11. Identify short story setting.
12. Develop short story settings.
13. Distinguish among ways of showing character traits.
14. Interpret short story "Ben Oldknife."
15. Write a fable.
16. Write an explanation myth.
17. Demonstrate the ability to make a book jacket.

LITERATURE
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order, or obtain from school library, films explaining or depicting various types of literature.

  B. Make transparency.

  C. Provide students with objective sheet.

  D. Discuss unit and specific objectives.

  E. Provide students with information, assignment, and job sheets.

  F. Discuss information and assignment sheets.

  G. Gather materials necessary for students to complete job sheet.

  H. Have students copy their haiku poems (Assignment Sheet #3) neatly on colorful squares of Japanese oragami paper. Display poems on bulletin board.

  (NOTE: Oragami paper, used in the art of Japanese paper folding, can be bought in inexpensive packets in almost any toy or hobby store.)

  I. Have students create their own limericks (Assignment Sheet #4). They may begin from scratch, or you may provide them with a common first line. Display poems on bulletin board.

  J. Have students write their own epitaphs. Read, or ditto, some of the following epitaphs, or select your own from library holdings. Tell students to relate their epitaphs to their personalities, hobbies, and interests.

EXAMPLES: Here lie the bones of Susan Walker,
Many did try, but none could outtalk her.
She died while talking in her sleep;
She's grumbling still though six feet deep.
Reader take heed, and hold your tongue,
Or you, too, will lie here empty of lung.

*

Here rest the bones of English teacher Max,
Who died computing his income tax.
He died of math, his epitaph shall solemnly be read,
And six feet under, Max will sigh and rest his weary head.

*

SUGGESTED ACTIVITIES

A nnie Simpson Walker
N ow her bones rest here
N ever more to see the day.
I n her twenty-second year
E ntered she this cold, hard clay.
W hile in the prime of life,
A nnie became a mean man's wife.
L ove--the reason she did wed;
K illed--the reason she is dead.
E ver to lie in this grim locker--
R est in peace Annie Simpson Walker.

*

(NOTE: The previous epitaphs were composed by the authors of this unit. The following epitaphs are taken from actual tombstone inscriptions in England and the United States.)

Here lies the body of Samuel Proctor,
Who lived and died without a doctor.

*

Under the sod and under the trees
Lies the body of Jonathan Pease.
He's not here, but only the pod,
For Pease shelled out and went to God.

*

Don't stare,
Pass me by.
You'll soon lie here,
Same as I.

*

Nineteen years a maiden,
One year a wife,
One day a mother,
Then departed life.

*

Some have children, some have none,
Here lies the mother of twenty-one.

*

On the tombstone of a two-week old baby:
Came in
Looked about
Didn't like it
Went out.

*

I poorly lived, and poorly died,
And when I was buried, nobody cried.

*

Beneath this stone, a lump of clay
Lies Uncle Percy Daniels.
Too early in the month of May
He cast his winter flannels.

*

SUGGESTED ACTIVITIES

Here lie I, and no wonder I'm dead,
For the wheel of a waggon [sic] went over my head.

*

Stop reader, pray, and read my fate,
What caused my life to terminate.
For thieves by night when in my bed,
Broke in my house, and shot me dead

*

Grim death took me without any warning.
I was well at night, but died in the morning.

*

Dear friends and companions all,
Pray warning take by me:
Don't venture on the ice too far,
As t'was the death of me.

*

K. If you feel particularly artistic (or knowledgable about the subject), show and explain to the class some of the common old-fashioned tombstone symbols (weeping willows, urns, trumpeting angels, etc.). Have students write their epitaphs on and decorate a piece of white paper cut in the shape of a grave marker. Display the class "cemetery" on the bulletin board.

L. Take students to the library, and help them select a short story, play, or novel. Schedule each student to give a five-minute report on the book. Have students explain why they chose that particular piece of literature, what the book was about (plot), and why they would or would not recommend the book to a classmate.

M. Have the class write a chain poem. Each student writes a line or a stanza. Display completed poem on bulletin board or in school library.

N. Have students put on a short play of their own creation, or one chosen by you.

O. Have students write a chain short story. Each student writes a paragraph after the class has decided on character names, setting, and basic plot.

P. Read aloud to the class poems, or a short story, or a novel. Read a section each day at a specified time, allowing time after you finish for discussion, questions, and answers.

(NOTE: Your school librarian can help you choose selections which will interest the class.)

Q. Schedule students to read aloud a selection from their favorite piece of literature.

R. Have students read aloud selections from the literature contained in this unit.

SUGGESTED ACTIVITIES

S. Invite a storyteller from the community to come to class and give an interpretive or dramatic reading.

(NOTE: Your school or local librarian can help you locate such a person.)

T. Play records containing ballads, poetry, or short stories.

EXAMPLES: *Baptism: A Journey Through Our Time,* sung and spoken by Joan Baez; *Reader's Digest Records; Reflections on a Gift of Watermelon Pickle; Discovery in Song* by Paulist Press (reprints of song lyrics); Simon and Garfunkel's "Richard Cory"

(NOTE: Students also enjoy and would benefit from copying lyrics from selected albums.)

U. Demonstrate and discuss procedures outlined in Job Sheet #1; display book jackets (Job Sheet #1) on bulletin board or in the school library.

V. Allow students in-class time to read the literature in this unit.

W. Allow ample time for class discussion of the literature in this unit.

X. Supplement the literature in this unit with appropriate and interesting selections of your own choosing. As there is no dramatic literature included in this unit, the choice of at least one play (*I Remember Mama, Our Town, Life With Father*) is suggested.

(NOTE: *Scope* and *Scholastic Magazine* print short plays that are appropriate for classroom use.)

Y. To show students the relevancy of literature, i.e., it is an ongoing art, not something solely from the past, have them look up biographical material about living poets and authors.

Z. Keep abreast of television programming, and encourage students to watch any good dramatizations of literature.

EXAMPLES: "Oliver Twist," "Huckleberry Finn," "All Creatures Great and Small," "Nicholas Nickleby"

AA. Give test.

BB. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency master: TM #1--Plot Outline

SUGGESTED ACTIVITIES

E. Assignment sheets

  1. Assignment Sheet #1--Distinguish Between Straightforward and Figurative Language
  2. Assignment Sheet #2--Identify Poets' Reasons for Writing Poems
  3. Assignment Sheet #3--Create a Haiku Word Picture
  4. Assignment Sheet #4--Use Rhythm and Rhyme to Complete Limericks
  5. Assignment Sheet #5--Identify Tone in a Short Story
  6. Assignment Sheet #6--Identify Short Story Setting
  7. Assignment Sheet #7--Develop Short Story Settings
  8. Assignment Sheet #8--Distinguish Among Ways of Showing Character Traits
  9. Assignment Sheet #9--Interpret Short Story "Ben Oldknife"
  10. Assignment Sheet #10--Write a Fable
  11. Assignment Sheet #11--Write an Explanation Myth

F. Answers to assignment sheets

G. Job Sheet #1--Make a Book Jacket

H. Test

I. Answers to test

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SUGGESTED ACTIVITIES

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IV. Acknowledgments

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"Here lies the body of Samuel Proctor," "Don't stare," "Nineteen years a maiden," "Some have children, some have none," "Came in," "I poorly lived, and poorly died," "Beneath this stone, a lump of clay," "Here lie I and no wonder I'm dead," "Stop, reader, pray, and read my fate," "Grim death took me without any warning," "Dear friends and companions all," from *Epitaphs* by Philip Reder. Reprinted with permission of John Farquharson Ltd.

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SUGGESTED ACTIVITIES

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LITERATURE
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Author--Person who writes stories, books, articles

   B. Character--Person in a story

   C. Figurative language--Words or descriptions that use comparison to help the reader picture what is meant by the writer (Assignment Sheet #1)

      EXAMPLE: The automobile looked as powerful and as sleek as a cat.

   D. Literature--Any written work of lasting value

   E. Plot--Action of a story or play

   F. Poet--Person who writes poems or verses

   G. Rhyme--Likeness of sounds at ends of words or lines of poetry

   H. Rhythm--Movement of sounds in a regular pattern

   I. Setting--When and where a story or play takes place

   J. Stanza--Group of lines in a poem (usually four or more) forming one of the poem's divisions

   K. Straightforward language--Direct words or descriptions (Assignment Sheet #3)

      EXAMPLE: The automobile was streamlined and had a powerful engine.

   L. Theme--Basic idea of a story or play

   M. Title--Name of a story or poem

   N. Tone--Mood or feeling that an author wants a story or piece of writing to convey

II. Types of literature

   A. Novel--Long work of fiction; a book

   B. Short story--Short work of fiction that centers on a single event (Assignment Sheet #9)

   C. Drama--Writing that can be presented by actors on stage; a play

   D. Poetry--Writing arranged in lines or groups of lines (stanzas) which typically have a pattern, and often contain rhythm or rhyme (Assignment Sheets #2-#4)

INFORMATION SHEET

E. Nonfiction--Writing about real people and events

F. Fiction--Writing containing imaginary characters and events (Assignment Sheet #9)

G. Fable--Story meant to teach a moral lesson (Assignment Sheet #10)

(NOTE: The characters in a fable are usually talking animals.)

H. Myth--Story written in ancient times to explain some aspect of nature (Assignment Sheet #11)

EXAMPLES: Why the sun appears to rise and set, why we have seasons, how mankind came to be

(NOTE: The characters in myths are usually gods and heroes.)

III. Parts of literature

(NOTE: While poetry is considered literature, unless the poem tells a story, it usually contains no characters, setting, or plot.)

A. Title (Assignment Sheet #9)

1. Name of story, play, or poem
2. Arouses interest
3. Gives hint of plot

B. Characters (Assignment Sheet #8)

1. People involved in story or play
2. Deal with conflicts

C. Setting (Assignment Sheets #6 and #7)

1. Where story or play takes place
2. Time story or play takes place

EXAMPLES: World War II, 1965, summer

D. Plot (Transparency #1; Assignment Sheet #7)

1. Logical order of events
2. Actions and interactions of characters; what happens in the story

EXAMPLE: Maynard loves Lucy who loves Orville; Maynard tries to make Orville look dumb.

INFORMATION SHEET

E. Theme (Assignment Sheets #2 and #9)

1. What the story, play, or poem is about

   EXAMPLES: Love, death, courage

2. Basic idea of story, play, or poem

   EXAMPLE: Only the strongest survive

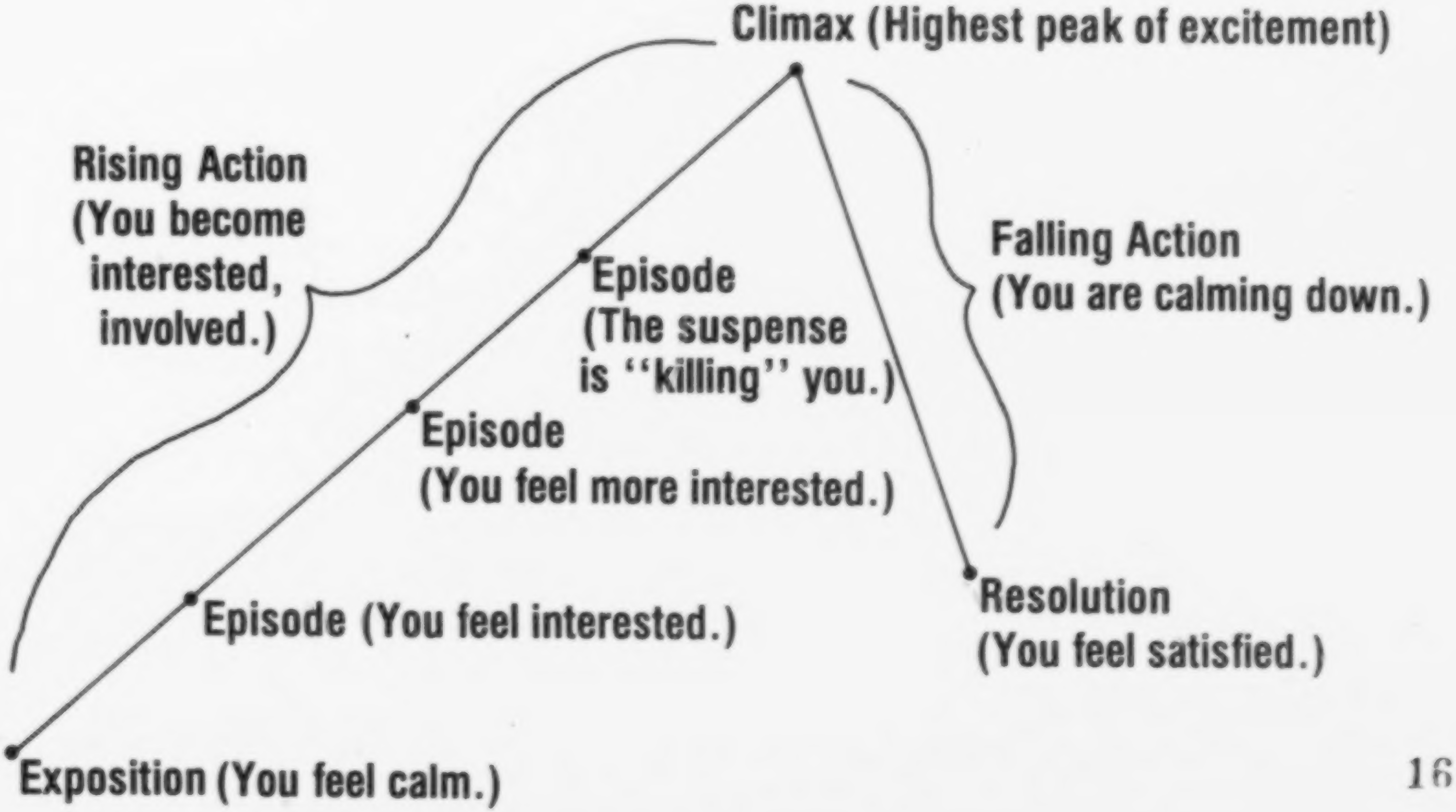
IV. Points on a plot outline (Transparency #1)

- A. Exposition
- B. Episode(s)
- C. Rising action
- D. Climax
- E. Falling action
- F. Resolution

V. Patterns of plot development (Transparency #1)

- A. Exposition--Introduces reader to setting, tone, and main characters in story
- B. Episode--Contains conflict, event, or clash
- C. Rising action--Contains episodes; usually the longest part of a story
- D. Climax--Moment when it becomes clear to reader how conflict in episode is ended
- E. Falling action--Story winds down and loose ends are tied up; usually short
- F. Resolution--Story is concluded and all conflicts are resolved (solved, ended); usually very short, one paragraph or one sentence

Plot Outline



Climax (Highest peak of excitement)

Rising Action (You become interested, involved.)

Falling Action (You are calming down.)

Episode (The suspense is "killing" you.)

Episode (You feel more interested.)

Episode (You feel interested.)

Resolution (You feel satisfied.)

Exposition (You feel calm.)

LITERATURE
UNIT I

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN STRAIGHTFORWARD AND FIGURATIVE LANGUAGE

NAME ______________________________ SCORE ______________

Figurative language is often used in literature, especially in poetry. Figurative language uses comparisons to help the reader "picture" what is meant by a writer. Straightforward language uses direct words and descriptions.

PART I

Read the sentences below. Write an "F" if the language is figurative. Write an "S" if the language is straightforward.

_____A. The silver soup spoon had a deep bowl and delicate letters engraved upon it.

_____B. The soup spoon looked like the Little Dipper, sparkling with silver stars.

_____C. We ran from the burning house as fast as we could.

_____D. We ran from the burning house like mindless, terrified animals run from a forest fire.

_____E. The children fought over the toy, pulling it this way and that.

_____F. The children fought over the toy, worrying it back and forth as a rat terrier does with a rat.

_____G. The tiger's opened mouth looked like an enormous cave full of sharp icicles.

_____H. The tiger's opened mouth was full of sharp teeth.

_____I. Grampa's hands lay in his lap like uprooted tree stumps with twisted roots.

_____J. Grampa's hands were large and rough with bent fingers.

PART II

Describe your ears or nose in two ways. Use straightforward language first; then use figurative language.

A. Straightforward-- ______________________________

____

____

____

ASSIGNMENT SHEET #1

B. Figurative-- ______________________________

____

____

____

PART III

Look around the classroom. Choose three objects. Describe each first in straightforward language and then in figurative language.

EXAMPLE: The old piano keys are chipped, yellow, and uneven.
The old piano grins with its chipped, yellow, uneven teeth.

A. Staightforward-- ______________________________

____

____

Figurative-- ______________________________

____

____

B. Staightforward-- ______________________________

____

____

Figurative-- ______________________________

____

____

C. Staightforward-- ______________________________

____

____

Figurative-- ______________________________

____

____

LITERATURE
UNIT I

ASSIGNMENT SHEET #2--IDENTIFY POETS' REASONS FOR WRITING POEMS

NAME ______________________ SCORE ______________

Poets write poems for different reasons. Sometimes they want to make you laugh . . .

There was a young lady named Jeanie
Who wore an outrageous bikini,
    Two wisps light as air,
    One here and one there,
With nothing but Jeanie betweenie.

Ogden Nash

Sometimes they want to wake up your ears, make you listen to sounds . . .

Hark, hark!
    Bow, wow.
The watch-dogs bark!
    Bow-wow.
Hark, hark! I hear
The strain of strutting chanticleer
Cry, "Cock-a-doodle-doo!"

Shakespeare

Sometimes poets want to share something seen or felt . . .

A Narrow Fellow in the Grass . . .

A Narrow Fellow in the Grass
Occasionally rides–
You may have met Him--did you not
His notice sudden is--

The Grass divides as with a Comb--
A spotted shaft is seen--
And then it closes at your feet
And opens further on--

He likes a Boggy Acre
A Floor too cool for corn–
Yet when a Boy, and Barefoot--
I more than once at Noon

Have passed, I thought, a Whip lash
Unbraiding in the Sun
When stooping to secure it
It wrinkled, and was gone--

Several of Nature's People
I know, and they know me--
I feel for them a transport[1]
Of cordiality[2]--

But never met this Fellow,
Attended, or alone
Without a tighter breathing
And Zero at the Bone--

Emily Dickinson

---

[1] **transport**-emotion

[2] **cordiality**--friendly feeling

ASSIGNMENT SHEET #2

Or they want to share a beautiful moment . . .

A bitter morning
    Sparrows sitting together
Without any necks.

Hackett

Or they want their poem to tell a story . . .

Richard Cory

Whenever Richard Cory went down town,
We people on the pavement looked at him:
He was a gentleman from sole to crown
Clean favored, and imperially[1] slim.

And he was always quietly arrayed,[2]
And he was always human when he talked;
But still he fluttered pulses when he said,
"Good-morning," and he glittered when he walked.

And he was rich--yes, richer than a king--
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.

Edward Arlington Robinson

---

[1] **imperially**–majestically, spendidly
[2] **arrayed**–dressed

ASSIGNMENT SHEET #2

Read the following poems and tell why the poet might have written them. What do the poems say? Tell how each poem makes you feel.

A. The Eagle

He clasps the crag[1] with crooked hands;
Close to the sun in lonely lands,
Ringed with the azure[2] world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.

Alfred, Lord Tennyson

---

[1] crag--cliff
[2] azure--blue

ASSIGNMENT SHEET #2

B.

The Ruckus

On the top of a hill on the Island of Zort
Lived a bird called the Ruckus, whose favorite sport
Was making loud noises, it gave him a thrill
To be known as the loudest-mouthed bird on the hill.
Then one day, he thought, "I can be louder still!
"My voice is terrific, It ought to be heard
"On many more islands than this," said the bird.
So he made his voice stronger, till, one day, he found
That he'd learned how to make a tremendous big sound
That shook every island for fifty miles 'round!

"I say!" laughed the Ruckus. "I am a great guy!
"But I can do better than that if I try.
"I'll build up my voice. Why, I'll practice a year!
"I'll cook up a noise that the whole world will hear!"
And, after he'd practiced for fifty-two weeks,
The Ruckus let loose with a mouthful of shrieks
That burst from his throat like the moans and the groans
Of ten thousand elephants blowing trombones!
He yapped and he yodeled! He yelped and he yilped!
He gargled! He snargled! He burped and he bilped!
And the sound went to China and knocked down three cats.
And, in England, it blew off eight bus drivers' hats!

"Oh, boy!" bragged the Ruckus. "I'm really some bird!
"I've opened my mouth and I've made myself heard!"

Then a little old worm crawled up out of the ground.
"That's true," said the worm. "That was quite a big sound
"But I have a question to ask, if I may . . . . . .
"You made yourself heard . . . . . . but just what did you say?"
And the worm turned his back and slid softly away.

Dr. Seuss

ASSIGNMENT SHEET #2

C. A Narrow Fellow in the Grass . . .

A Narrow Fellow in the Grass
Occasionally rides--
You may have met Him--did you not
His notice sudden is–

The Grass divides as with a Comb--
A spotted shaft is seen–
And then it closes at your feet
And opens further on--

He likes a Boggy Acre,
A Floor too cool for Corn--
Yet when a Boy, and barefoot--
I more than once at Noon
Have passed, I thought, a Whip lash
Unbraiding in the Sun
When stooping to secure it
It wrinkled, and was gone--

Several of Nature's People
I know, and they know me--
I feel for them a transport[1]
Of cordiality[2] --

But never met this Fellow
Attended, or alone
Without a tighter breathing
And Zero at the Bone--

Emily Dickinson

---

[1] transport–emotion
[2] cordiality–friendly feeling

ASSIGNMENT SHEET #2

D.

The Harbor

Passing through huddled[1] and ugly walls
By doorways where women haggard[2]
Looked from their hunger-hands
Out from the huddled and ugly-walls,
I came sudden, at the city's edge
On a blue burst of lake--
Long lake waves breaking under the sun
On a spray-flung curve of shore
And a fluttering storm of gulls,
Masses of great grey wings
And flying white bellies
Veering[3] and wheeling free in the open.

Carl Sandburg

---

[1] **huddled**--crowded close together
[2] **haggard**--wasted, worn, drawn look
[3] **veering**--shifting or changing direction

LITERATURE
UNIT I

ASSIGNMENT SHEET #3--CREATE A HAIKU WORD PICTURE

NAME ______________________ SCORE ____________

The poems below are called *haiku*. Haiku is a Japanese poetry form. Haiku poems do not rhyme. Because all Japanese words end either with a vowel or *n*, rhyme would be repetitious. Haiku poems create a word picture with as few words as possible. They usually contain some reference to nature and/or the seasons, and refer to a specific moment happening now, not in the past.

PART I

Read the haiku poems below, and then answer the questions that follow.

#1
A bitter morning
Sparrows sitting together
Without any necks.

Hackett

#2
Oh, these spring days!
A nameless little mountain
Wrapped in morning haze.

Basho

#3
Little grey cuckoo;
Sing and sing; and fly and fly--
Oh, so much to do!

Basho

#4
The child sways on the swing
In his hand a flowering branch
Of cherry blossom.

Issa

A. How many lines long is each haiku? ______________________

B. How many syllables are there in the first lines of each haiku? ____________

C. How many syllables are there in the second lines of each haiku? ____________

D. How many syllables are there in the third lines of each haiku? ____________

E. What is the total number of syllables in each poem? ____________

F. Do the last words in the lines always rhyme? ______________________

ASSIGNMENT SHEET#3

G. What time of year is it in poems #1, #2, and #4?______________________

____

H. Poem #2 tells you what season it is. What clues in poems #1 and #4 helped you decide what time of year the poet was referring to?______________________

____

____

PART II

In the space provided below write your own haiku poems. Remember to make your poems just 17 syllables long: 5 syllables in the first line; 7 syllables in the second line; and 5 syllables in the third line. If you run over by one or two syllables, do not worry. It is important to create a beautiful word picture containing some reference to nature and the seasons, to capture on paper a specific moment.

A. ____

____

____

B. ____

____

____

C. ____

____

____

LITERATURE
UNIT I

ASSIGNMENT SHEET #4--USE RHYTHM AND RHYME TO COMPLETE LIMERICKS

NAME ______________________ SCORE ______________

The poems below are *limericks.* All limericks use the same rhythm and rhyme patterns.

PART I

Read the limericks below, and then answer the questions that follow.

#1
There once was a silly young miss,
Who spoke with a sibilant hiss.
"I sadly confesses,
I do spray my s's,"
Lisped the sassy young miss with a hiss.
Susan S. Walker

#2
There was a mechanic named Mark,
Who fixed up old cars for a lark.
He added broad wings,
Propellers and things,
So the lark could fly cars in the park.
Susan S. Walker

#3
A vocational student named Mabel
Decided to build a pine table.
The top was quite keen,
But the legs made it lean,
So she hung up one side with a cable.
Susan S. Walker

#4
A fly and a flea in a flue
Were imprisoned, so what could they do?
Said the fly, "Let us flee!"
"Let us fly," said the flea.
So they flew through a hole in the flue.
Author unknown

#5
A diner while dining at Crew
Found a rather large mouse in his stew.
Said the waiter, "Don't shout
And wave it about,
Or the rest will be wanting one, too."
Author unknown

#6
There once was a silly young maid
Who ate only grape marmalade.
At one hundred and ten
She said with a grin,
"How nicely preserved I have stayed!"
Author unknown

ASSIGNMENT SHEET #4

A. How many lines long is each limerick?____________________

B. Which three lines of a limerick have rhyming last words?____________________

____

C. Which two lines of a limerick have rhyming last words?____________________

____

D. Which lines in a limerick are shorter than the others?____________________

____

E. Are the limericks funny or serious?____________________

F. Do the limericks make sense?________________ Does a limerick have to make sense to the reader to be able to enjoy it?____________________

PART II

Read the following limericks. Write in the missing lines.

A.

There once was a bloke from Norfolk
Who peppered his nose for a joke.
He sneezed, "kerCHOO!"
....
That crazy old bloke from Norfolk.

B.

....
Who chewed forty bubble gum sticks.
He chewed and he blew
Till the townsfolk all threw
That sticky young hick on the bricks.

C.

There was a young lass from Mill Run
Who wore a shoe on her ear just for fun.
When she walked on her ear,
....
....

LITERATURE
UNIT I

ASSIGNMENT SHEET #5--IDENTIFY TONE IN A SHORT STORY

NAME ________________________________ SCORE __________

Tone is the mood or feeling that an author wants a story or piece of writing to convey. Read the short, short story below and then answer the questions which follow.

The Doll

I found a fragile, naked doll in a garbage bin on Sixth Street. I pulled it gently from the can. Its head was cracked, its hair matted, and its face was stained as if it had been crying. When I tipped it back, its faded blue eyes closed. It cried, "Mama . . . Mama . . . " The sound seemed far away and sad, the sound of a small creature lost and afraid. "Mama . . . Mama . . . " it cried.

"No one should ever throw away a doll," I thought. I wrapped it carefully in my scarf, placed it in my bicycle basket, and peddled toward home. When I picked the doll from the basket and carried it into the house, it made that sound again: "Mama . . . Mama . . . Ma." This time the sound seemed different. Somehow it was warmer and happier.

A. What is the tone of the first paragraph? ______________________________

____

B. What is the tone of the second paragraph? ______________________________

____

C. What did the author say about the doll's face that gave you a clue to the tone of the first paragraph?

____

____

D. In the first paragraph, what words does the author use to describe the sounds that the doll makes?

____

____

ASSIGNMENT SHEET #5

E. What words does the author use in the second paragraph to describe the sounds that the doll makes?

____

____

F. What words are repeated in the story?____________________________

____

G. What do you think the author is trying to tell you through the tone of this short story?

____

____

LITERATURE
UNIT I

ASSIGNMENT SHEET #6–IDENTIFY SHORT STORY SETTING

NAME ______________________________ SCORE ____________

The setting of a story tells when and where the story takes place. Read the opening paragraphs of the story below, and then answer the questions which follow.

The Adventures of Jeremiah West

Jeremiah rolled over on his corn husk mattress. It rustled warmly beneath him. Even though the sun had not yet risen, he knew that he would have to leave his warm bed in the loft. He had many things to do before he walked to the little one-room school house. He jumped out of bed and pulled on his homespun shirt and leather breeches. He slapped his face and hands clean with cold water from the washbasin on the nightstand.

As he climbed down the ladder from the loft, the smell of porridge filled his nostrils. His mother had lit the candles. The rough-hewn room glowed yellow and warm. She now stood before the fireplace stirring hot porridge in a large black kettle.

"Your father's out hitching up the team," said his mother. "Hurry with your chores, and the two of you can sit breakfast together. If you hurry, you needn't walk this cold morning. Your Pa will drive you the five miles to the school."

Jeremiah quickly fed the chickens, gathered the eggs, and milked the family's two cows. The barn was drafty, and it was cold and snowy outside. He was eager to get back into the warm house and eat breakfast.

ASSIGNMENT SHEET #6

A. At what time of day does the story take place? ______________________

B. How can you tell? ______________________

C. During what time of year does the story take place? ______________________

D. How can you tell? ______________________

E. Do you think that the story takes place now, or during an earlier time?

____

F. Write down the clues that help you know this. ______________________

____

____

____

____

LITERATURE
UNIT I

ASSIGNMENT SHEET #7--DEVELOP SHORT STORY SETTINGS

NAME ______________________________ SCORE ______________

PART I

A story's setting is the time and place it occurs. An author makes sure that you know where and when the story takes place by giving you several clues. The author might tell you the year, the season, what people are wearing, the customs of the day, or other special facts. Sometimes even the way that characters talk helps you determine the setting: they may have a Southern drawl or a New York twang. All of these clues help you "picture" the setting.

Imagine that you wake from a long sleep to find yourself in the 40th century. The year is 3983. You are still dressed in just what you were wearing 2,000 years ago. Write a paragraph or two describing your experiences during your first day. Be sure to give your reader clues about what it is like during this time period--what the people are wearing, riding, doing, and talking about; what their houses look like; what they eat; what new inventions make their lives easy. Wrap your reader up in another time zone!

ASSIGNMENT SHEET #7

ASSIGNMENT SHEET #7

PART II

Read the descriptions of the story events below. Close your eyes and try to imagine *exactly* what a setting would be like for each. What kinds of plants and trees are nearby? What does the sky look like? How does the air smell? Does it feel humid or dry? Can you hear dogs barking, people talking? What time of year is it? Does the story take place in the past, present, or future? Describe a setting for each of the story events as if you were the author. Carry your readers right into your settings with your descriptions.

A. A woman is searching for her small, four-year-old child who has been missing all morning. She is running along a narrow dirt road in the middle of a forest. A storm is coming.

B. The "dog days" have arrived in Oklahoma. It is late August, and everyone in the Walker family feels tired and hot. They live on a small farm.

C. You are sick with the measles. You have to stay home in bed. You will miss the picnic and ground-breaking ceremony for the new wing of the vocational school. Describe the setting as you see and feel it.

ASSIGNMENT SHEET #7

PART III

Match story plots to settings. Read the following settings. Write an "X" in the blank before the plot that would best fit the setting.

A. A dark, swampy woods where no one goes; alligators lurk in the scummy water; the underbrush is prickly . . .

_____1. a funny story about a frog

_____2. a story about how trees become paper

_____3. an adventure story about an escaped criminal

B. A shimmering hot, cactus-covered desert with no water or people for miles around . . .

_____1. a story about the uses of sand in cement making

_____2. a story about the uses of cacti and desert plant life

_____3. an adventure story about a plane crash in the desert and how one person lives there for weeks

C. An old, run-down mansion high on a windy, deserted hill during a thunderstorm . . .

_____1. a thrilling mystery story

_____2. a story about how shoddily houses are built

_____3. a story about the dangers of lightning

D. A planet inhabited by ordinary people and very large insects . . .

_____1. a story about insects

_____2. a fantasy story about how people tame and farm insects

_____3. a story about human growth

E. A hospital in a large city . . .

_____1. a story about a country doctor

_____2. a story about a sick dog

_____3. a story about a courageous person dying of an incurable disease

LITERATURE
UNIT I

ASSIGNMENT SHEET #8--DISTINGUISH AMONG WAYS OF SHOWING CHARACTER TRAITS

NAME ________________________________ SCORE ______________

PART I

An author lets the reader know what each of the characters in a book is like in three ways. The author may

1) allow the character to describe him- or herself through actions and dialog,
2) have other characters talk about the character, or
3) directly describe the character.

In the blank before the following characterizations, write a "1," "2," or "3" to indicate how the author shows what each of the following characters is like.

_____A. Victor is a kind person. When people feel bad, he tries to cheer them up. When people feel left out, Victor always tries to draw them into the group. He seems to know how to put himself in other people's shoes.

_____B. "I can't wait until Sandy comes back to school," said Jill. "I miss her a lot. Since she has been gone, our class just has not been the same."

"Yes," agreed Lucy, "she is always so talkative and full of fun. I miss her too, because her good nature always cheers me up."

_____C. Thomas sat at the table and carefully examined his food. He picked up the pork chop with the tip of his knife and made a face. He poked at the pile of green beans. "Yuk!" he groaned. "Is this yukky stuff all that we have for dinner? I'm hungry. Why can't you ever fix what *I* want?"

_____D. Alan is a talented student. He can fix any electric appliance in no time at all. One day, when his family's stereo broke, he took it apart and managed to fix it and put it back together again in two hours. He is a whiz when it comes to electrical gadgets.

_____E. Ellin looked at herself in the mirror. What she saw was not bad--average height, good figure, shining shoulder-length brown hair. She smiled at her reflection.

ASSIGNMENT SHEET #8

PART II

Read the following paragraphs and think about what the characters are like in each. After each paragraph, write a sentence or two describing the main character. Use the following words to help you.

fearful
generous
kind
caring
cheerful
jealous
mean
angry
nervous
funny

sad
shy
determined
unreasonable
proud
unkind
understanding
forgetful
timid
selfish

rude
lonesome
childish
foolish
pathetic
brave
cowardly
considerate
lazy
energetic

A. Mr. Martin looked across the street into his neighbor's front yard. It was messy, covered with leaves and litter. "I wonder if he would mind if I offered to help him clean it up," wondered Mr. Martin. "I know that he has been sick, but I don't want to make him feel bad. He always kept his place neat and trim until recently." Slowly Mr. Martin crossed the street and approached his neighbor who was sitting in a lawn chair and staring into space. . .

Describe Mr. Martin--______________________________

____

____

____

____

B. "I'll get even with Phil if it's the last thing I do," muttered Quentin. "This is the last time he will ever show me up." Quentin glared from the dugout at Phil Adams. Phil had just struck him out with a curve ball.

"I'm a better baseball player than he is. He just thinks that he's so smart."

Quentin turned his back and walked away as Phil crossed the diamond to shake hands with him.

Describe Quentin--______________________________

____

____

____

ASSIGNMENT SHEET #8

C. The old man pulled his ragged coat up under his chin. His fingers as they held the reins to his buggy were numb with cold. Icicles hung from the reins. But still he waited stolidly for his master. He had been told to wait outside and wait he would. He could hear warm, jolly sounds from inside the big house: laughter, glasses clinking. He even imagined that he could hear the crackle of the fire which warmly lit the frost-covered windows. When his master came, maybe the old man would tell him. But no, the master wouldn't care about the servant's only son.

The old man got down stiffly from the buggy. He walked forward to stand beside the old horse, its head nearly touching the ground, its back blanketed with snow. "Horse," said the old man, "it's about my only son. I got a letter today. . .He was killed in the battle of Dexter. . ."

Describe the old man--____

____

____

____

D. Rosa watched the other students as they worked on their CVET projects. She wished someone would ask her to be in their group, but she knew that no one would. "I'm not very pretty. I can't talk to people like the others do. I get scared when the other kids ask me something. I wish that I didn't. They probably think that I'm dumb." She lowered her eyes as one of the girls in her class passed by.

Describe Rosa--____

____

____

____

E. Timothy crossed and uncrossed his legs. He squirmed in his chair, and looked again and again at the big clock on the wall behind the teacher. It was nearly time for the class to end. Maybe he would make it. Maybe the teacher would not call on him. He kept his eyes down and knotted and unknotted his fingers. Ten more minutes. There wouldn't be time. There couldn't be enough time for him to give his speech. The teacher would never know that he was not prepared with the day's lessons.

"Timothy!" The sound of his name made him jump. He stood on shaky legs and walked slowly to the front of the room.

Describe Timothy--____

____

____

____

ASSIGNMENT SHEET #8

F. "How many times have I told you not to come into the house with dirty shoes on? Huh? Don't just stand there, answer me!" shrieked the girl's mother. The girl looked at the floor. "Just as I thought," yelled the mother. "Talking to you is like talking to a brick wall. Well, Miss Smarty Pants, here's the carpet shampoo. You just clean up your mess, and when you've finished you may go to your room without supper."

Describe the mother--______________________________________

PART III

Choose one or two of the character trait words listed in PART I. Write a paragraph about a person who has those traits. You may want to choose one of the characters from the paragraphs in PART II and describe another event in that person's life.

LITERATURE
UNIT I

ASSIGNMENT SHEET #9--INTERPRET SHORT STORY "BEN OLDKNIFE"

NAME ______________________________ SCORE ______________

PART I

Read the following short story.

BEN OLDKNIFE

Part 1

Another new building was going up.

F AND Z
CONSTRUCTION COMPANY

Ben Oldknife read the F AND Z sign. He read it every day. The sign said that this new building would be big. It would be the tallest building in the city!

Ben knew all about the building. His father was an important man there. He was an ironworker. And he was the boss of all the ironworkers who worked for F AND Z.

Mr. Oldknife worked at the very top of the new building. He worked the high steel. And that was what Ben dreamed he would do one day.

Ben was still in high school. But this was his last year. His mother kept saying, "You've got to go to college next year, Ben."

"College!" Ben said to himself. "I don't want to go to college. I want to work the high steel like Dad."

Ben's mother and father had worked hard all their lives. They had saved money so Ben could go to college. Ben's big brother Henry didn't go to college. He worked on the new building with Mr. Oldknife. And Ben's friends weren't going to college. Why did he have to go?

Ben's teacher, Mrs. Wright, said, "I want you to *be somebody*, Ben. Think of your people. You can go to college. So you should go."

Yes, Ben could get into college. He was a good ball player, and that could get him in. But his grades weren't the best. And he didn't like to work with books.

Ben asked himself, "Why can't I just be what I am?"

Ben was an American Indian. So were many of his friends. So was his teacher, Mrs. Wright.

"So what?" Ben said to himself. "So I'm an Indian. Why do I have to 'be somebody' by going to college? Why can't I 'be somebody' by working with Henry and Dad?"

ASSIGNMENT SHEET #9

Ben turned away from the F AND Z sign and looked up. He couldn't see his father. Many men were working high up on the new building. He knew his father and Henry would be somewhere near the top.

Then Tony, his father's friend, saw Ben. He called up. The call went up and up, from floor to floor. It reached the top. Ben saw a man in a blue shirt and a silver hard-hat. The man waved to Ben. He was Mr. Oldknife, Ben's father.

Soon Mr. Oldknife rode down from the top. He was going to eat lunch with Ben today. "How about Joe's place?" he said.

"Great!" said Ben. "I could eat a horse!"

Ben and his father went across the street to Joe's place.

"Let's sit at a table where we can talk," Mr. Oldknife said.

Now, Ben loved his father very much. But today he didn't want to talk to him. That was because he didn't want to talk about college. And he knew his father wanted to.

Ben said, "How's the work going, Dad? When do you think the building will be done?"

"It'll take a few more months," his father said.

"Candy Construction is putting up a building on Third Avenue," Ben said. "They need men. I wish I could work for them when school is out."

"Your mother wouldn't like that," Mr. Oldknife said. "Say, what about college, Ben? Has Mrs. Wright found you a college yet?"

Ben took a big bite of his sandwich.

His father went on, "Tony's boy is going. He got a letter from a big college. I think he's going to be a doctor."

Ben took another big bite. That way, he didn't have to talk.

Part 2

At dinner that night, Ben's mother talked about college.

"Mrs. Wright thinks she has found a college for me," Ben said.

"Oh, Ben," said his mother. "That's wonderful!"

His father was happy. Even Henry seemed happy to hear about the college.

"Mom, I've been thinking about this summer," Ben said. "I need to work."

His mother didn't say anything. But she looked at Ben's father. And Ben didn't like her look.

Ben said, "There's another new building going up on Third Avenue. I could get a job there."

Then Ben's mother said, "No, son. That's no work for you. You'll be in college soon!"

ASSIGNMENT SHEET #9

Ben turned to his father. But his father didn't try to help him. Ben jumped up from the table then. He went next door to see his friend James.

Ben and James dreamed of working the high steel together.

"I'm going to work for Candy Construction," James told Ben. I'll start Saturday. I'll work every weekend until summer. Then I'll work full-time."

Part 3

On Saturday Ben went with his friend James. He didn't tell his mother he was going. He and James went to Candy Construction. They got the jobs they had always wanted to have.

Their boss was glad to have Ben and James. He said Indians were his best workers. The two boys went to work high on the top of the new building.

Ben and James worked hard that summer. Ben's mother knew, but she let Ben go on working. She thought he could use the money at college.

At last, Ben and James were working the high steel! They talked and laughed while they worked. They even ate their lunches high up on the steel.

Then, late one afternoon, it happened.

Ben and James were working ten floors above the street. Ben saw James holding the end of a long steel beam. It was not in place yet. It was hanging in the air. Ben was on another beam, not far away.

Suddenly Ben saw James fall! James threw his arms around the end of his beam and held on. But that beam wasn't in place. Now James was hanging in the air, ten floors above the street! There was nothing but air under him.

"Hang on, James!" Ben called.

He knew he had to save his friend. He had to get someone to lower the hanging beam. Then James could put his feet on a good beam. *But how long could James hold on?* There was not much time.

Ben climbed toward James. He could see that James's hands were bleeding. Ben called to his boss. His boss called to a crane man who could move the beam.

Ben waved his arm at the crane man. The beam moved! Ben waved again. The beam stopped. Ben pushed on one end. The beam began to turn. *Could James hold on?*

The beam moved some more. James let go! But he dropped onto the beam below him. He was safe. He looked up at Ben. And the two friends smiled at each other.

When Ben and James came down, everybody cheered.

"You're a smart boy," Ben's boss said. "You're going to be a great ironworker just like your dad."

Ben thought about his mother. He knew what she would say. But now he knew what he had to tell her. Today he had really worked the high steel.

"I'm not working here because it's all an Indian can do," Ben said to himself. "I'm working the high steel because it's what I *want* to do!"

ASSIGNMENT SHEET #9

PART II

Arrange the events of the story "Ben Oldknife" in order. Write a "1" before the first event that happened in the story, a "2" before the second event that happened, and so on.

_____A. Ben's father asked him about college

_____B. Ben and James went to work

_____C. Ben saved James' life

_____D. Ben read the F and Z sign

_____E. James fell

_____F. Ben and Mr. Oldknife had lunch

PART III

Match the characters in the story "Ben Oldknife" to their names. Write the correct numbers in the blanks.

_____A. Mr. Oldknife	1. Ben's teacher
_____B. Henry	2. Ben's father
_____C. Mrs. Wright	3. Ben's brother
_____D. Tony	4. Ben's father's friend
_____E. James	5. Ben's friend who fell

PART IV

Write the meaning of the following sentences from "Ben Oldknife" in your own words.

A. Mr. Oldknife was the boss of all the ironworkers.

____

____

____

B. Ben's grades weren't the best.

____

____

____

ASSIGNMENT SHEET #9

C. Ben said, "I could eat a horse."

____

____

____

D. Ben and James dreamed of working the high steel.

____

____

____

E. There was nothing but air under James.

____

____

____

F. James was safe.

____

____

____

PART V

Choose from the following list another good title for the story "Ben Oldknife." Write an "X" before the title you choose. Your choice should hint about the story's plot.

_____A. The American Indian and High Steel Work

_____B. Ben and James

_____C. How the American Indian Lives

_____D. Ben's Choice

LITERATURE
UNIT I

ASSIGNMENT SHEET #10-WRITE A FABLE

NAME ______________________________ SCORE ______________

A fable is a story meant to teach a moral lesson. The characters in fables are usually talking animals.

PART I

Read the following fables.

THE TURTLE WHO TALKED TOO MUCH

Ever so long ago all the animals talked. And of all the animals, the turtle was the greatest talker. He talked all the time, and to anyone who would listen. Most of his talking was with two geese who lived in the same pond with him.

One day he heard the two geese whispering to each other. "Talk louder," he said. "I can't hear what you are talking about."

"We did not want to frighten you," said one of the geese. "But the pond is drying up. Every day the water gets a little lower, and soon there will not be enough water for us to swim in or even enough to drink."

"I hadn't noticed it," said the turtle. "What are you going to do about it?"

"We are going away," said the first goose. "We are going to fly to a great lake where there is always plenty of water."

"Take me with you," said the turtle. "I don't want to be left behind. I can't live without water. Besides, if I am all alone, I won't have anyone to talk to."

"You talk too much," said the second goose. "And even if we wanted to, how could we take you with us? You can't fly."

"What if I can't fly! You geese are so smart that you should be able to think of some way to take me."

The geese were kind-hearted, and they felt sorry for their talkative friend. They thought and thought of some way to help. Finally they agreed on a plan to take the turtle with them.

"We will take a long, strong stick," they told him. "One of us will hold one end of the stick in our beak, the other will take hold of the other end."

"But what about me?" asked the turtle.

ASSIGNMENT SHEET #10

"You will hold on to the middle of the stick with your teeth, and we will carry you through the air until we reach the lake. But remember one thing. Be sure not to say a word. We know how you love to talk. But if you open your mouth . . . well, we don't want to think about what will happen!"

"I won't talk. I won't speak," said the turtle. "I won't say a single word. I won't. I promise. I won't."

They found a long, strong stick. The geese took the ends in their beaks and the turtle gripped the middle of the stick with his teeth. Off and away they went, higher and higher, toward the lake.

As they flew over the trees, the turtle wanted to shout, "Here I am--flying!" But he remembered what the geese had told him, and he did not make a sound. When they were over a farm, he felt like calling, "You, down there--look at me, high above all of you!" But, with a great effort, he kept himself from saying it.

Just before they came to the lake, they had to pass over a town, and people in the streets looked up.

"Can we be seeing what we think we are seeing?" the people said to each other. "Is it really a turtle up there? And if it is, what is a turtle doing in the air? It's too funny to be true!"

Hearing this, the turtle lost his temper. He forgot what the geese had told him, and shouted, "There's nothing funny about it! You are just silly people! I tell you a turtle can fly if he wants to! A turtle can do anything he--"

But he never finished the sentence. The moment he had opened his mouth, he had let go of the stick and had started to fall. He fell . . . and he fell . . . and he fell until he hit the ground. No one ever saw or heard from him again because there was nothing left of him.

He had learned his lesson too late. There are times when you should keep your mouth closed.

Retold by Louis Untermeyer

ASSIGNMENT SHEET #10

THE DONKEY AND THE DOG

There was once a man who lived quietly in the country. He was not rich, but he had enough money to have a donkey in the stable and a pet puppy in his house. The donkey was very jealous of the little dog.

"It isn't right," the donkey complained. "I do all the work, and that useless dog has all the fun. He is petted and pampered. He gets tidbits from the table. He gets loving pats all day long. He prances about, licks his master's hand, and curls up in his lap. It isn't right!"

One day the donkey made up his mind he would do something about it.

"If the master likes pets so much, I'll be a pet," he said to himself. "That's what I'll be!"

That same day the donkey broke the rope that tied him to his stall and ran out of the stable into the house. He rushed into the room where his master was sitting, pranced around, and kicked up his heels, expecting the master to be delighted. But he was not built to be a pet. His kicking and prancing upset the table, broke the dishes, and smashed all the glasses on the floor. Worse, when he tried to get into his master's lap and lick his face he threw the chair over; his hooves dug into the master's body and bruised his ribs.

The noise brought in the servants, who gave the poor donkey a terrible beating and whipped him back to the stable.

"Alas," moaned the donkey, "I should be glad to be what I am--a donkey, not a dog. I should have been happy to stay in the stable with plenty of good, healthy hay. Rich tidbits from the table would probably have made me sick."

Retold by Louis Untermeyer

ASSIGNMENT SHEET #10

PART II

Read the following groups of sentences. Write an "X" in the blank before each group that you think could come from a fable.

_____ A. "From now on," said the rabbit, "I will do what I think is best. I can be right sometimes when everyone else is wrong."

_____ B. "At a time like this, it is very important for you to be strong and brave," said the girl's mother. "And I can see that you are."

_____ C. "It is amazing what I can do if I really try," said the squirrel. "If I give up before I try, I'll never know if I can do something."

_____ D. The monkeys and the apes lived in the same area and often sat in the same trees. That made it easy for the scientists to study both.

PART III

Write a fable of your own. The moral of your fable should be "Don't put off until tomorrow what you should do today."

ASSIGNMENT SHEET #10

LITERATURE
UNIT I

ASSIGNMENT SHEET #11--WRITE AN EXPLANATION MYTH

NAME ______________________ SCORE ____________

Myths are stories that were written in ancient times to explain some aspect of nature. The characters in myths are usually gods and heroes.

PART I

Read the myth below, and answer the questions that follow.

Characters

- Demeter (De-ME-ter)--Goddess of grain; sister of Zeus
- Zeus (Zūs)--God of storms and the sky; ruler of the gods
- Persephone (Pur-SEF-ō-nē)--Daughter of Demeter; becomes wife of Hades
- Hades (HAY-dēz)--King of the underworld
- Hermes (HUR-mēz)--Messenger of the gods; also called Mercury

DEMETER'S GRIEF

One beautiful spring day, long ago when gods and goddesses lived on earth with men and women, Persephone, beautiful daughter of the goddess Demeter, went out to the fields to gather flowers. She tugged at one large, beautiful flower. As she pulled, to her astonishment, a large hole opened in the ground. From the hole sprang a golden chariot driven by the mighty Hades.

Hades leaped from the chariot and grabbed the terrified Persephone. "I am Hades, King of the Underworld and all its wealth," he announced. "I have come to take you to be my wife. You will live in my palace." Before Persephone had a chance to cry out, Hades tucked her into the chariot and carried her down to his dark kingdom. The hole in the ground closed over them. The field looked as it had before.

Persephone was very unhappy in the underworld kingdom of Hades. She hated Hades' dark, gloomy kingdom. No flowers grew there. It was damp and cold. She longed for her mother, for sunshine, for bright daisies and wildflowers. Persephone refused to eat anything. She would have nothing to do with Hades though he tried repeatedly to win her love by getting her to eat. He knew that if she ate anything, she would have to stay with him and be his wife. This was the law of the gods.

ASSIGNMENT SHEET #11

On finding her lovely daughter missing, Demeter was grief-stricken. She searched the world over for her daughter. While she grieved, no crops grew. Soon the whole earth was brown and dry. Starvation faced the world.

Finally, Demeter learned that Hades had stolen her daughter. She travelled to Olympia, the mountain home of her brother Zeus. She got down on her knees and appealed to her brother to help her: "Please save my only daughter!" she cried.

Zeus felt pity for his sister. Also, he did not want the whole world to starve. He decided to send Hermes, the messenger god with the winged heels, to the underworld. Hermes would ask Hades to give the girl back to her mother.

Though Hermes travelled swiftly, he arrived in the underworld a moment too late. Hades had already tricked Persephone into eating. Only moments ago, she had nibbled at a pomegranate Hades had offered. She had eaten four seeds. This meant that she could never leave the underworld permanently.

At length, Hades and Hermes reached an agreement. Persephone would spend one-third of the year with her husband, Hades, below ground, and two-thirds of the year with her mother, Demeter, on earth.

For the four months each year that Persephone is with Hades, Demeter grieves. She allows nothing on earth to grow. Everything on earth turns brown and dry. For the other eight months of the year, the earth once again grows green with life.

Retold by Susan S. Walker

ASSIGNMENT SHEET #11

A. Who is Demeter? ____________________

B. Who is Hades? ____________________

C. Why is Hades wealthy? ____________________

____

D. Who is Zeus? ____________________

E. Who does Zeus send to the underworld? ____________________

____

F. Why can't Persephone leave the underworld permanently? ____________________

____

G. What do the pomegranate seeds represent? ____________________

____

H. What does the earth look like in winter? ____________________

I. What events in nature does this myth explain?

_____ why we have seasons

_____ why we have short days

_____ why we call earth by that name

PART II

Write an explanation myth of your own. Your myth should explain why it thunders and lightnings during a storm.

____

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____

____

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ASSIGNMENT SHEET #11

LITERATURE
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. S
B. F
C. S
D. F
E. S
F. F
G. F
H. S
I. F
J. S

PART II--Evaluated to the satisfaction of the instructor

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

(NOTE: Student answers will vary.)

A. To show the mightiness (godliness) and power of the eagle. The eagle sits high above the rest of the earth; he sees all, is quick to act. He is standing, while life beneath him "crawls."

B. To tell a story. Noise is not communication or language. It is not how loudly one says something but *what* one says that counts.

C. To share something seen and felt, in this case the experience of suddenly meeting a snake. The speaker in the poem is interested in snakes, yet dislikes them and is fearful when meeting them suddenly.

D. To share a beautiful moment and feeling, to contrast the crowded, ugly city with the beautiful lakeside. The poem contrasts dark/light, city/country, ugly/pretty, lack of freedom/freedom, man/animal, and so on.

Assignment Sheet #3

PART I

A. 3
B. 5
C. 7
D. 5
E. 17
F. No

ANSWERS TO ASSIGNMENT SHEETS

G. Fall or winter; spring

H. Poem #1--It is cold, a bitter morning
Poem #4--Cherry trees are in bloom

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

PART I

A. 5

B. First, second, fifth

C. Third, fourth

D. Third, fourth

E. Funny

F. Not always; no

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

A. Sad

B. Happier

C. Its face was stained as if it had been crying

D. It cried; the sound seemed far away and sad, the sound of a small creature lost and afraid

E. Warmer and happier

F. Mama

G. That the doll was sad at being thrown out and happy to find a loving family

Assignment Sheet #6

A. Early morning

B. It is still dark when Jeremiah wakes; breakfast is cooking

C. Winter

D. It is cold and there is snow on the ground

ANSWERS TO ASSIGNMENT SHEETS

E. During an earlier time

F. Jeremiah attends a one-room school house; he wears a homespun shirt and leather breeches; he washes in a basin in his room; his mother cooks over the fireplace; he usually walks five miles to his school; his father uses horses as transportation

Assignment Sheet #7

PART I--Evaluated to the satisfaction of the instructor

PART II--Evaluated to the satisfaction of the instructor

PART III

A. 3
B. 3
C. 1
D. 2
E. 3

Assignment Sheet #8

PART I

A. 3
B. 2
C. 1
D. 3
E. 1

PART II

(NOTE: Student answers will vary.)

A. A kind, considerate, understanding man; he wants to help but he also does not want to embarrass or shame his neighbor

B. A bad sport; a jealous, mean, and angry person who is also rude when he refuses to shake hands

C. A lonesome and pathetic man, but one also who is determined to perform his job correctly--he waits a long time in the freezing weather; he needs someone to talk to, to share his grief with

D. A shy, timid person who is not confident about her appearance or social abilities; she runs herself down

ANSWERS TO ASSIGNMENT SHEETS

E. A nervous, fearful person; he is also lazy as he thought that he could get away without doing his homework

F. An angry, unkind, and unreasonable person; she runs down her child cruelly

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #9

PART I--Evaluated to the satisfaction of the instructor

PART II

A. 3
B. 4
C. 6
D. 1
E. 5
F. 2

PART III

A. 2
B. 3
C. 1
D. 4
E. 5

PART IV--Evaluated to the satisfaction of the instructor

PART V--D

Assignment Sheet #10

PART I--Evaluated to the satisfaction of the instructor

PART II--A and C

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

LITERATURE
UNIT I

JOB SHEET #1--MAKE A BOOK JACKET

I. Equipment and materials

A. 8 1/2 by 20-inch white paper

(NOTE: Measure and cut from paper supplied by instructor.)

B. Ruler

C. Scissors

D. Blue or black pen

E. Crayons or colored felt-tip pens

F. Old magazines (optional)

G. Paper glue

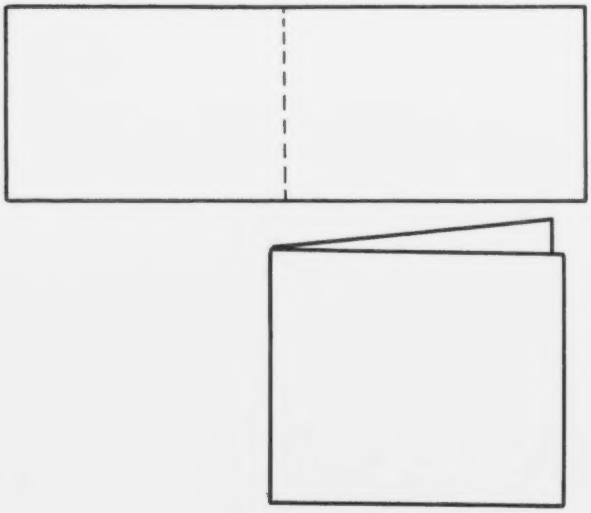
H. Small photo of self

II. Procedure

(NOTE: To complete this job sheet, you must pretend that you have written a book. Think of a plot and title for your book.)

A. Fold paper in half as shown in Figure 2

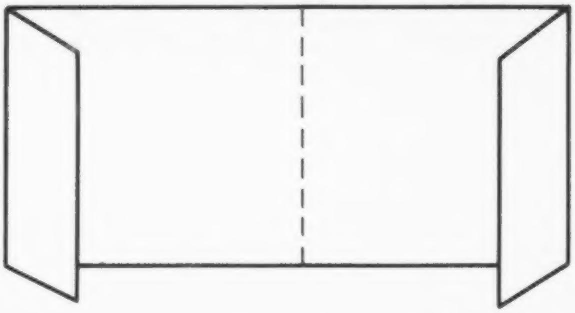
FIGURE 2



JOB SHEET #1

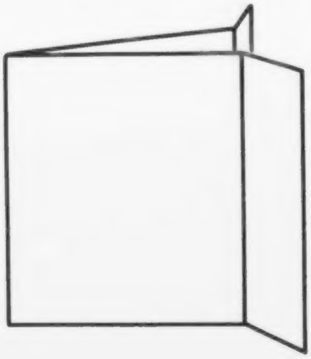
B. Open paper, and fold in each end 3 1/2 inches (Figure 3)

FIGURE 3



C. Refold paper on center line (Figure 4)

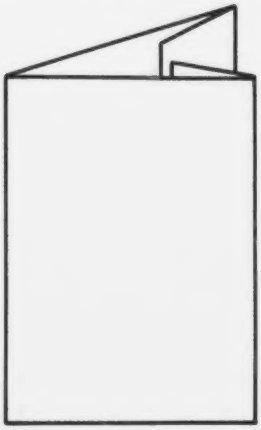
FIGURE 4



D. Arrange paper so that center fold faces left, and flaps are folded to the inside (Figure 5)

(NOTE: The part of the paper facing you will be the front cover of your book jacket.)

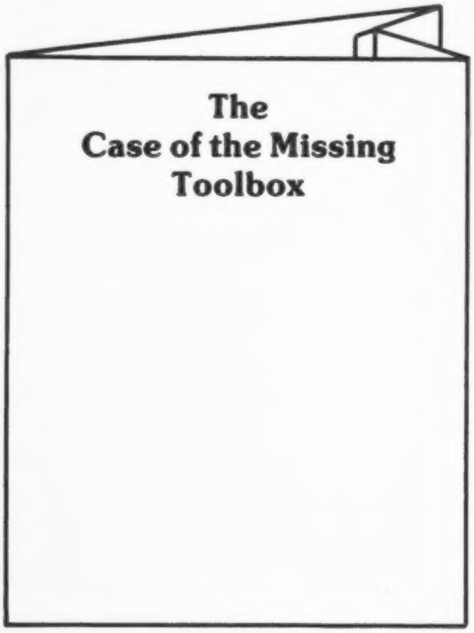
FIGURE 5



JOB SHEET #1

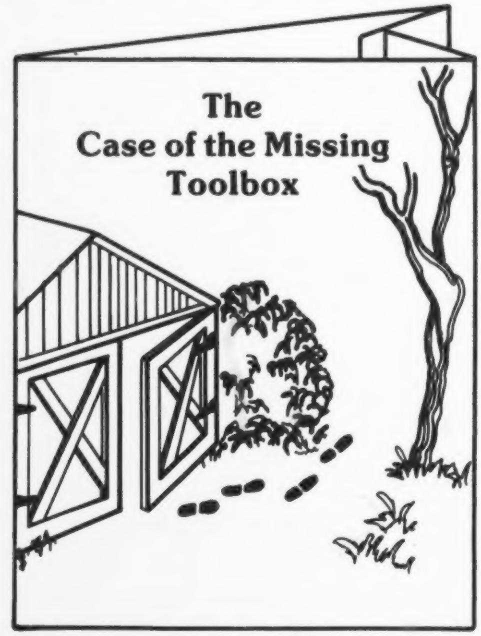
E. Using crayons, or felt-tip pens, or letters cut from magazines, write or paste title to top portion of book jacket cover (Figure 6)

FIGURE 6



F. Using crayons, or felt-tip pens, or pictures cut from magazines, draw or paste picture under title of jacket cover (Figure 7)

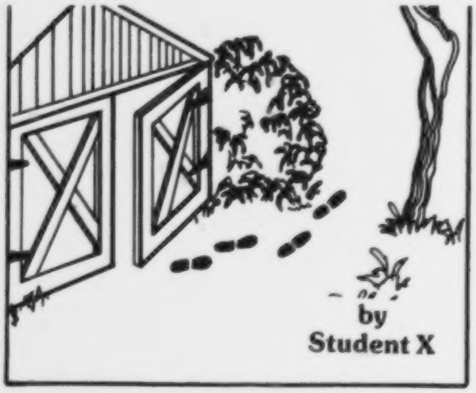
FIGURE 7



JOB SHEET #1

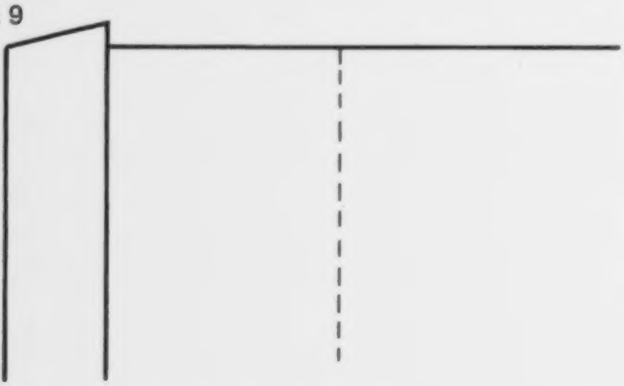
G. Write or paste author's name (your name) on bottom right corner of jacket (Figure 8)

FIGURE 8



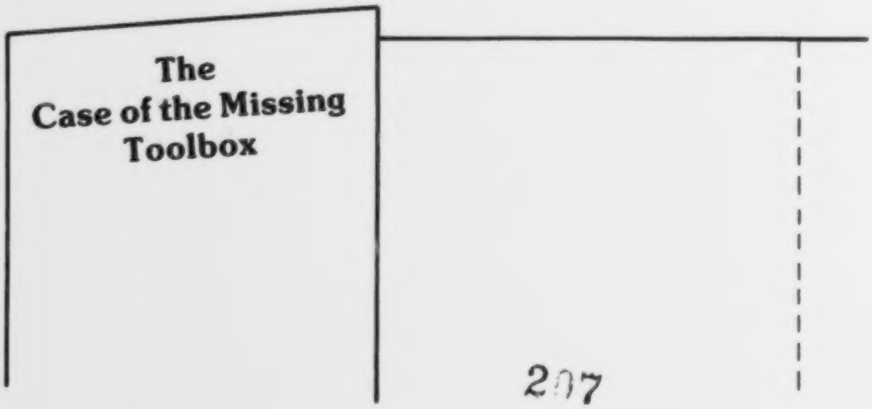
H. Open book jacket to inside left flap (Figure 9)

FIGURE 9



I. Write the title of your book on the top portion of flap (Figure 10)

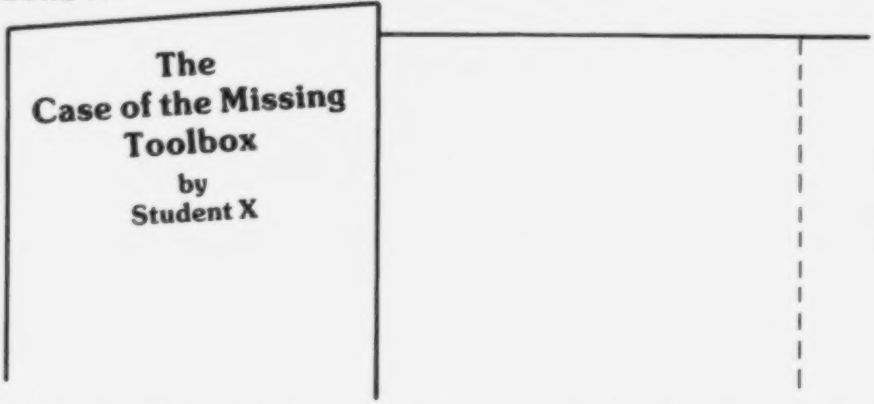
FIGURE 10



JOB SHEET #1

J. Write the author's name below the title (Figure 11)

FIGURE 11



The
Case of the Missing
Toolbox
by
Student X

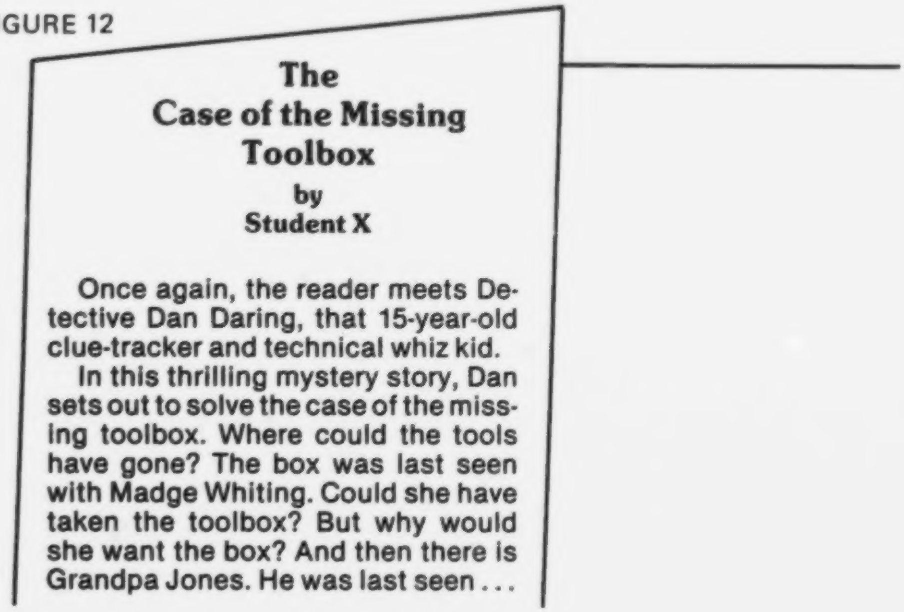
K. On scratch paper, write a brief plot summary describing the events that take place in your imaginary book

(NOTE: You may want to use a real book jacket from your school library as a model.)

L. Copy your plot summary on the front flap below the author's name (Figure 12)

(NOTE: If your plot summary is too long, you may continue it on the top half of the back flap.)

FIGURE 12



The
Case of the Missing
Toolbox
by
Student X

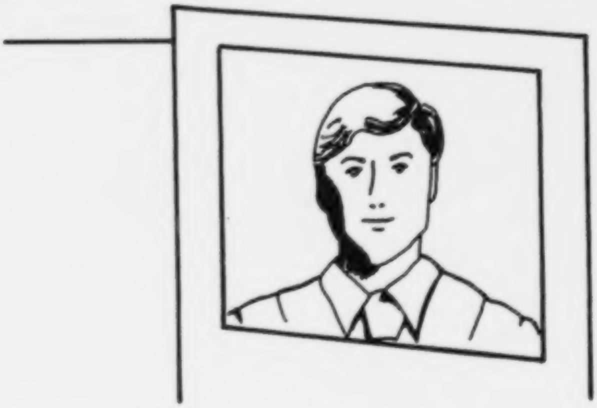
Once again, the reader meets Detective Dan Daring, that 15-year-old clue-tracker and technical whiz kid.

In this thrilling mystery story, Dan sets out to solve the case of the missing toolbox. Where could the tools have gone? The box was last seen with Madge Whiting. Could she have taken the toolbox? But why would she want the box? And then there is Grandpa Jones. He was last seen . . .

JOB SHEET #1

M. Glue the photo of yourself to the back flap of the book jacket (Figure 13)

FIGURE 13



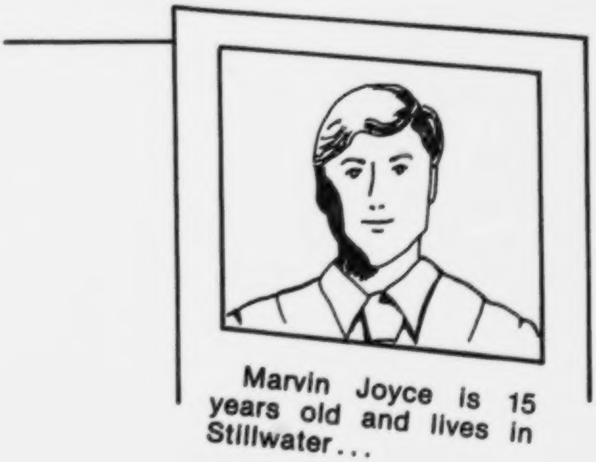
N. Write a brief biographical sketch on scratch paper

EXAMPLE: Marvin Joyce is fifteen years old and lives in Stillwater, Oklahoma. He lives at home with two older sisters and a younger brother. Marvin attends Indian Meridian Vo-Tech, where he is studying mechanical trades.

Marvin has written CVET English compositions and has written articles for his school newspaper. This is his first full-length novel.

O. Copy the biographical sketch beneath your picture on the back flap (Figure 14)

FIGURE 14



P. Turn in book jacket for evaluation and display

Q. Put equipment and materials away

LITERATURE
UNIT I

TEST

NAME ________________________________ SCORE ______________

1. Match the following terms to their correct definitions. Write the correct numbers in the blanks.

_____a. Any written work of lasting value

_____b. Likeness of sounds at ends of words or lines of poetry

_____c. Name of a story or poem

_____d. Person in a story

_____e. Action of a story or play

_____f. Movement of sounds in a regular pattern

_____g. Basic idea of a story or play

_____h. When and where a story or play takes place

_____i. Person who writes stories, books, articles

_____j. Person who writes poems or verses

_____k. Group of lines in a poem (usually four or more) forming one of the poem's divisions

_____l. Mood or feeling that an author wants a story or piece of writing to convey

_____m. Direct words or descriptions

_____n. Words or descriptions that use comparison to help the reader picture what is meant by the writer

1. Literature
2. Title
3. Character
4. Setting
5. Plot
6. Theme
7. Rhythm
8. Rhyme
9. Straightforward language
10. Figurative language
11. Stanza
12. Tone
13. Poet
14. Author

2. Match types of literature to their correct definitions. Write the correct numbers in the blanks. Terms and definitions continued on next page.

_____a. Short work of fiction that centers on a single event

_____b. Writing about real people and events

_____c. Long work of fiction; a book

1. Novel
2. Short story
3. Drama

TEST

_____d. Writing that can be presented by actors on stage; a play

_____e. Writing arranged in lines or groups of lines (stanzas) which typically have a pattern, and often contain rhythm or rhyme

_____f. Writing containing imaginary people and events

_____g. Story meant to teach a moral lesson

_____h. Story written in ancient times to explain some aspect of nature

4. Poetry
5. Fable
6. Nonfiction
7. Fiction
8. Myth

3. Match parts of literature to their correct descriptions. Write the correct numbers in the blanks. Answers may be used more than once.

_____a. People involved in story or play

_____b. Where story or play takes place

_____c. Name of story, play, or poem

_____d. Arouses interest

_____e. Logical order of events

_____f. Deal with conflicts

_____g. Gives hint of plot

_____h. Actions and interactions of characters; what happens in the story

_____i. Time story or play takes place

_____j. Basic idea of story, play, or poem

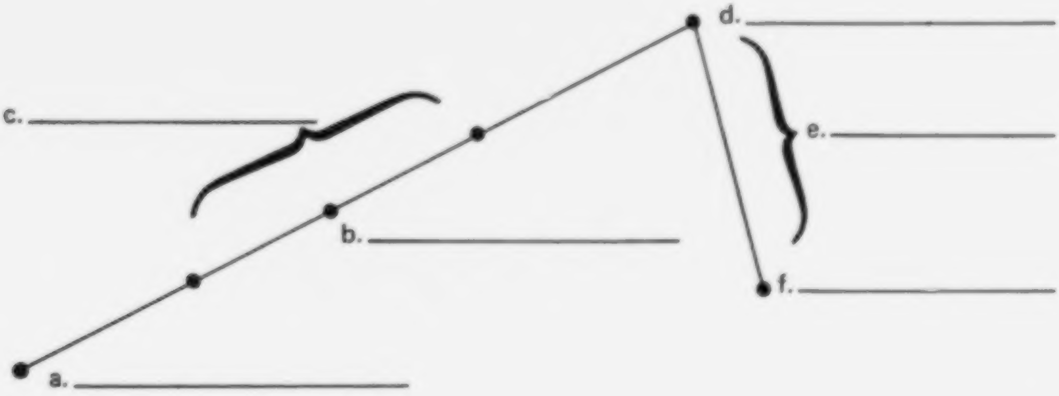
_____k. What the story, play, or poem is about

1. Title
2. Characters
3. Setting
4. Plot
5. Theme

TEST

4. Identify points on a plot outline. Write the correct names from the list below in the blanks.

Falling action	**Rising action**
Resolution	**Episode(s)**
Climax	**Exposition**



5. Match patterns of plot development to their correct definitions. Write the correct numbers in the blanks.

_____a. Story is concluded and all conflicts are resolved (solved, ended); usually very short, one paragraph or one sentence long

_____b. Introduces reader to setting, tone, and main characters in story

_____c. Contains episodes; usually the longest part of a story

_____d. Contains conflict, event, or clash

_____e. Story winds down and loose ends are tied up; usually short

_____f. Moment when it becomes clear to reader how conflict in episode is ended

1. Falling action
2. Resolution
3. Exposition
4. Rising action
5. Climax
6. Episode

TEST

(NOTE: Test questions 6-17 list the assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Distinguish between straightforward and figurative language.
7. Identify poets' reasons for writing poems.
8. Create a haiku word picture.
9. Use rhythm and rhyme to complete limericks.
10. Identify tone in a short story.
11. Identify short story setting.
12. Develop short story settings.
13. Distinguish among ways of showing character traits.
14. Interpret short story "Ben Oldknife."
15. Write a fable.
16. Write an explanation myth.
17. Demonstrate the ability to make a book jacket.

LITERATURE
UNIT I

ANSWERS TO TEST

1. a. 1
   b. 8
   c. 2
   d. 3
   e. 5
   f. 7
   g. 6
   h. 4
   i. 14
   j. 13
   k. 11
   l. 12
   m. 9
   n. 10

2. a. 2
   b. 6
   c. 1
   d. 3
   e. 4
   f. 7
   g. 5
   h. 8

3. a. 2
   b. 3
   c. 1
   d. 1
   e. 4
   f. 2
   g. 1
   h. 4
   i. 3
   j. 5
   k. 5

4. a. Exposition
   b. Episode(s)
   c. Rising action
   d. Climax
   e. Falling action
   f. Resolution

ANSWERS TO TEST

5. a. 2
   b. 3
   c. 4
   d. 6
   e. 1
   f. 5

6. Evaluated to the satisfaction of the instructor

7. Evaluated to the satisfaction of the instructor

8. Evaluated to the satisfaction of the instructor

9. Evaluated to the satisfaction of the instructor

10. Evaluated to the satisfaction of the instructor

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

16. Evaluated to the satisfaction of the instructor

17. Performance skills evaluated to the satisfaction of the instructor

ATTITUDES
UNIT II

UNIT OBJECTIVE

After completing this unit, students should be able to state ways attitudes are established and changed, and to list acceptable attitudes toward themselves, friends, minority groups, school and job, and authority figures. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their definitions.
2. State ways that attitudes are established.
3. State ways that attitudes are changed.
4. Select from a list guidelines for proper self-attitudes.
5. Select from a list proper behavior toward friends.
6. List acceptable attitudes toward minority groups and people who think or act differently.
7. Select from a list performances that show good attitudes toward school or job.
8. List proper attitudes toward authority figures.

ATTITUDES
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order films planned to supplement unit.

      (NOTE: These films are available on a free-loan basis to Oklahoma teachers only. Oklahoma teachers may order these films from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses accompanying the films.)

      1. *Bias: A Four-Letter Word.* Color, 22 minutes, Malibu Corporation, 1977. Available from Malibu Corporation, Box 428, Malibu, California 90265.

         (NOTE: This film questions the rationality of our society. It shows how our so-called civilized way not only accepts but encourages conditions that nourish self-prejudice, snap judgments of people, and tendencies to stereotype on the basis of appearance and occupation, as well as conflicts such as male vs. female[vice versa] , old vs. young, tall women vs. short men.)

      2. *A Day in the Life of Bonnie Consolo.* Color, 16.5 minutes, Arthur Barr Productions, 1975. Available from Arthur Barr Productions, Box 5667, 3490 East Foothill Blvd., Pasadena, California 91107.

         (NOTE: Bonnie Consolo is a most unusual and inspirational woman--a person who was born without arms, yet leads a normal and productive life. To Bonnie, the world is a beautiful and wonderful place, and she radiates a rich philosophy that will inspire everyone to live life to its fullest. An academy award nominee.)

      3. *Mimi.* B & W, 13 minutes, Billy Budd Films. Available from Billy Budd Films, 235 East 57th Street, New York, New York 10022.

         (NOTE: A moving film which tells the story of a young, physically disabled woman who expresses to the audience her feelings and attitudes on such topics as stereotypes, pity, frustration, fantasy vs. reality, and psychological barriers.)

      4. *Rosey Grier: Courage to Be Me.* Color, 23 minutes, Churchill Films, 1978. Available from Churchill Films, 622 North Robertson Blvd., Los Angeles, California 90069.

      5. *You Pack Your Own Chute.* Color, 30 minutes, Ramic, 1972. Available from Ramic Films, 4910 Birch, Newport Beach, California 92660.

         (NOTE: An inspirational and motivational film starring Dr. Eden Ryl. Inspires people to greater responsibility, new self-awareness, and higher levels of achievement. A very popular film.)

SUGGESTED ACTIVITIES

B. Provide students with objective sheet.

C. Discuss unit and specific objectives.

D. Provide students with information and assignment sheets.

E. Discuss information and assignment sheets.

F. Have class read plays that deal with decision-making.

EXAMPLES: *The Day Nobody Could Breathe*
My Bodyguard
Dino

G. Have students adopt a handicap for a day as a consciousness-raising activity. The following day, have them share and discuss the problems encountered.

H. Let each student who wishes to participate choose a question from Assignment Sheets #3 through #7; have students give a five-minute talk.

I. Invite a psychologist or psychiatrist to visit the class to speak about the importance of good attitudes.

J. Give test.

K. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Analyze Ways Attitudes Are Developed and Changed
2. Assignment Sheet #2--Evaluate Your Attitude Toward Yourself
3. Assignment Sheet #3--Evaluate Your Attitudes About Friends and Friendships
4. Assignment Sheet #4--Evaluate Your Attitudes Toward Minority Groups
5. Assignment Sheet #5--Evaluate Your Attitude Toward School
6. Assignment Sheet #6--Evaluate Your Attitude Toward Work
7. Assignment Sheet #7--Evaluate Your Attitude Toward Authority Figures

SUGGESTED ACTIVITIES

E. Answers to assignment sheets

(NOTE: Except for Assignment Sheet #1, these are personal explorations and are not to be shared unless the student wishes it.)

F. Test

G. Answers to test

III. Unit references

A. Goltry, M., ed. *Alike But Different.* New York: Learning Trends, A Division of Globe Book Company, 1974.

B. Mayer, Barbara. *The High School Survival Guide: An Insider's Guide to Success.* Skokie, Illinois: VGM Career Horizons, A Division of National Textbook, Co., 1981.

ATTITUDES
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Attitude--Feeling toward or about something

   B. Authority figure--Person in power; one who gives commands or enforces orders, laws, or rules

      EXAMPLES: Employer, teacher, supervisor, parent

   C. Communication--Exchange of information and feelings

   D. Degrading--Lowering in rank or status; punishing

   E. Ethnic group--Race or group of people with similar customs

      EXAMPLES: Indians, blacks, Spanish-Americans

   F. Minority--Group of people smaller in number than and different from a larger, controlling group

      EXAMPLES: Handicapped, certain ethnic and religious groups

   G. Positive--Confident, certain

   H. Prejudice--Pre-formed attitude; judgment or opinion formed before the facts are known

   I. Punctuality--Being on time

II. Ways that attitudes are established (Assignment Sheet #1)

   A. Experiences

   B. Reading

   C. Watching television

   D. Adopting attitudes of parents and friends

III. Ways that attitudes are changed (Assignment Sheet #1)

   A. Talking with and meeting others

   B. Having new experiences

   C. Reading and education

   D. Watching television

   E. Traveling

INFORMATION SHEET

IV. Guidelines for proper self-attitudes (Assignment Sheet #2)

  A. Be positive; feel good about yourself

  B. Be yourself

  C. Maintain your self-respect

  D. Avoid self-pity

  E. Avoid making degrading remarks about yourself

V. Proper behavior toward friends (Assignment Sheet #3)

  A. Loyalty

  (NOTE: Do not talk about a friend behind his or her back.)

  B. Helpfulness

  C. Friendliness

  (NOTE: You may be tempted to be a friend only when someone you like better is not around. A true friend's attitude does not change when another friend appears.)

  D. Kindness

  E. Dependability

VI. Acceptable attitudes toward minority groups and people who think or act differently (Assignment Sheet #4)

  A. Open-mindedness

  B. Acceptance

  C. Recognition of their right to be different

VII. Performances that show good attitudes toward school or job (Assignment Sheets #5 and #6)

  A. Regular attendance

  B. Punctuality

  C. Self-application

  EXAMPLE: Applying your knowledge to the job at hand

  D. Alertness

  E. Putting forth maximum effort

INFORMATION SHEET

   F. Good study or work habits

   G. Honesty with time, tests, and money

   H. Dependability

VIII. Proper attitudes toward authority figures (Assignment Sheet #7)

   A. Respect

   B. Friendliness

   C. Acceptance

ATTITUDES
UNIT II

ASSIGNMENT SHEET #1--ANALYZE WAYS ATTITUDES ARE DEVELOPED AND CHANGED

NAME ______________________________ SCORE ______________

PART I

Read the following story and answer the questions which follow it. Discuss your answers with the class.

Marcy's First Job

It was Marcy's first job. Mrs. Russell had called her the night before: "I need someone to help me do housework," she had said. "I fell and broke my ankle, and I'm not getting around well at all. I will pay you three dollars an hour. You will probably work about five hours a day."

Marcy counted as she walked along. "In just five days, I'll have seventy-five dollars," she thought.

Marcy arrived at the Russell's and rang the doorbell. "Come in," said Mr. Russell. "My wife is in the living room. I have to go to work now. Marcy's here!" he yelled as he went out the door.

"Good morning, Marcy," said Mrs. Russell. "The first thing you need to do is pick up toys, clothing, and all this clutter. Do you know how to sort clothes for the laundry?" she asked.

Marcy had seen her mother do it, so she nodded her head "yes."

"Feel free to ask me any question as you need to," said Mrs. Russell.

"Sure,"said Marcy as she picked up the dirty clothes and started sorting them with those in the hamper. "I wonder if I can wash that red shirt with the other shirts?" she thought. "I know sometimes reds fade. Oh, it will probably be all right." She put soap in the machine, shoved in the clothes, and turned the washer on.

"Be sure to select warm water, not hot," said Mrs. Russell. Marcy hurried back to the machine. "Lucky you said that," she said, switching the button to warm water.

"I don't want the baby awakened," said Mrs. Russell, "so please don't run the vacuum cleaner until she gets up."

Marcy put away the toys and newspapers. "Gosh, there are a lot of dirty dishes. I guess I'll have to wash them too. Yuk," she thought. "Well, maybe some music will help."

She turned on her favorite rock station. She liked the music loud, so she turned up the volume a lot. Then she poured dish detergent into the sink and started the water running.

Marcy sang along with the radio, and just as she turned around to get some more dishes, there stood Mrs. Russell, leaning on her crutch and holding the crying baby. She said something that Marcy couldn't hear.

Marcy turned down the radio. "What did you say?" she asked.

"Marcy, that loud music awakened the baby, and you have forgotten the clothes in the washer. If you want to listen to the radio, please keep it low!" Mrs. Russell's voice was low and disturbed.

"What a grouch!" thought Marcy, as she went to the washer. "The kid didn't need to sleep all day." Marcy opened the lid to the washer. "Just my luck! That red shirt faded. Oh, she will really be mad now!"

Marcy put the clothes in the dryer, and then went to find Mrs. Russell. "Mrs. Russell," she said, "I don't like working here. If you'll just pay me for my two and one-half hours, I'd like to go home."

84-C

ASSIGNMENT SHEET #1

A. Did Marcy's attitude change in the story? Why or why not?

B. What clue does the red shirt give you about Marcy's attitude?

C. What do you learn about Marcy when she tells Mrs. Russell, "Lucky you said that"?

D. What is Marcy's attitude about washing the dishes?

E. Do you think Mrs. Russell should have been angry about the loud radio? Why or why not?

ASSIGNMENT SHEET #1

F. Should Marcy have told Mrs. Russell about the red shirt? Why or why not?

G. Write three or four ways in which Marcy could improve her work attitudes.

ASSIGNMENT SHEET #1

PART II

Read the following story and answer the questions which follow. Discuss your answers with the class.

First Anniversary

John nosed his motorcycle into the traffic on the interstate. Today was his first anniversary on his job. His dad had told him that the way to keep a job and advance in it was to do more than is required. John had made it a point to work five minutes past quitting time, but so far he had not advanced much. He had gotten a fifty-cent-per-hour raise after six weeks, and that was it so far. "Well, I like this job, and I'll just keep trying," he thought.

"Hey, John," Bill said to him later on at work. "Some of us guys are going to play a joke on old man Scott this afternoon. When he gets up on the scaffold, we're going to hit on it with our hammers and tell him we will knock it down with him on it."

"I don't think you ought to do that," said John. "After all, Mr. Scott is an old man and will retire in about two months. You won't have to put up with him much longer. Besides, he wouldn't always be on your case if you did your work instead of goofing off."

"I should have known not to say anything about it to you, Mr. Goody-Two-Shoes," snarled Bill.

While the men ate their lunch, John went to see Carl Redding, the boss. "Carl," John said, "I've been working here for a year now, and you know I've never done anything like this before, but some of the men are planning to shake Mr. Scott's scaffold this afternoon. I know it's not the thing to do, but I can't stop them."

"Thanks, John," said Carl. "I'll take care of it." Carl put his lunch bucket into his pickup and left.

"Well," John thought, "I don't think he believed me, or else he just doesn't care."

At one o'clock Mr. Scott went on duty as the afternoon supervisor. He stepped out on the scaffold and said, "Time to go to work, men."

Bill winked at Charlie, and they began to laugh. Charlie shook the scaffold and said, "Hey, old man, do you want to live to get your retirement?" Bill took his hammer and gave the scaffold a couple of licks. "If you fall off everybody will just think you're too old to be up there working."

Mr. Scott looked scared. He grabbed hold of a two-by-four.

"Cut it out!" shouted John. He gave Bill a shove.

"What's going on here?" said a voice behind them. They turned around. There stood Carl Redding, the boss.

"Oh, it was just a little joke," Bill said.

Mr. Scott came down from the scaffold. "Some joke," he scoffed.

"Charlie, Bill," Carl said, "get your tools and get out of here. You're fired! Go on down to the office, and pick up your checks."

"John," Carl said, "when Mr. Scott retires, you will be my afternoon foreman."

A. Compare John's and Bill's attitudes.

____

____

____

ASSIGNMENT SHEET #1

B. Why does Bill not like Mr. Scott?

C. What does Bill mean when he calls John "Mr. Goody-Two-Shoes"?

D. Do you think John should have told the boss? Why or why not?

E. Do practical jokes have a place on the job? Why or why not?

F. What should a good worker's attitude be about practical jokes?

ASSIGNMENT SHEET #1

PART III

Read the following story and answer the questions which follow it. You may use the story to answer the questions.

Friends

Jake was on his way to the Motor Repair Center. He had always liked working on cars and motors, and he liked his job at the center, a garage that rented space and tools for people to work on their own cars, bikes, lawn mowers, and motors.

"I hope Freddy doesn't come in today. He's always wanting something free. It's hard to say no to him," thought Jake.

But as he drove up to the center, there sat Freddy in his junky Malibu.

"Hey Jake, I just need a few minutes to fix my carburetor. In this rain I'd be soaked to the bone. I don't have the five bucks for the hour, but your boss won't be here, and nobody will know you let me use the place free. What do you say?" he pleaded.

"Look, Freddy, I told you last week. I don't care if it's snowing and forty below, you can't use the center without money," said Jake firmly.

"Well, you let me use it once; what about that?" accused Freddy.

"I paid for it out of my own pocket. Look, if you'd just get a job, you wouldn't always have to be looking for a handout."

"Preach me a sermon," Freddy pouted. "What I need is a helping hand. Come on, pal."

Jake wanted to say yes, but he stood his ground: "Get your five dollars and you can come in."

He walked away, unlocked the door, and went into the center.

"That guy trying to get in free, huh?" It was Mr. Martin, the owner. Jake was startled. Mr. Martin was never in the office until ten o'clock.

"Jake, I've been watching you very closely, and you're doing a great job. I'm really proud of the way you handled that guy, and I'm giving you a fifty-cent-per-hour raise," said Mr. Martin.

A. How does Jake's attitude about his job help him do the right thing?

____

____

____

____

____

B. Why is it hard for Jake to say no to Freddy?

____

____

____

____

____

ASSIGNMENT SHEET #1

C. Is Jake a friend to Freddy? Why or why not?

D. Is Freddy a friend to Jake? Why or why not?

E. Do you think Jake was doing a "great" job? Why or why not?

ATTITUDES
UNIT II

ASSIGNMENT SHEET #2--EVALUATE YOUR ATTITUDE TOWARD YOURSELF

NAME ______________________________

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward yourself. You will not be asked to show your answers to anyone, so try to be as honest as possible.

A. Are your feelings about yourself good, bad, or neither good or bad? Why?

____

____

____

B. Will you feel the same way about yourself next week? Why?

____

____

____

C. What do you do that makes you feel good about yourself?

____

____

____

D. What do you do that makes you feel bad about yourself?

____

____

____

E. What do you consider your most important change over the past year? Why is it important?

____

____

____

ASSIGNMENT SHEET #2

F. At this point, is there anything keeping you from really liking yourself? If so, what?

____

____

____

G. If something is keeping you from really liking yourself, what are you doing to change the situation?

____

____

____

H. How well do you participate in class discussions regarding a subject with which you are familiar. Why?

____

____

____

I. Are you comfortable in some situations and not in others? Why?

____

____

____

J. List three situations in which you feel most comfortable.

____

____

____

K. List three situations in which you do not feel comfortable.

____

____

____

ASSIGNMENT SHEET #2

L. List steps you could take to make you feel more at ease in the uncomfortable situations you listed.

ATTITUDES
UNIT II

ASSIGNMENT SHEET #3--EVALUATE YOUR ATTITUDES ABOUT FRIENDS AND FRIENDSHIPS

NAME ______________________________

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward friends and friendship. You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as a basis for class discussion.

A. Are true friends always kind? Explain your answer.

____

____

____

B. What qualities make a good friend?

____

____

____

C. What do you think holds friendships together?

____

____

____

D. How much will you go along with to hold on to friendships?

____

____

____

E. Do your good friends really understand you? Explain your answer.

____

____

____

ASSIGNMENT SHEET #3

F. Which is more important to you "What your friends think" or "What your family thinks"? Why?

____

____

____

ATTITUDES
UNIT II

ASSIGNMENT SHEET #4--EVALUATE YOUR ATTITUDES TOWARD MINORITY GROUPS

NAME ______________________________

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward minority groups. You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as a basis for class discussion.

A. Does every group of people or race have a right to exist? Why or why not?

B. What is your attitude toward a physically handicapped person?

C. What is your attitude toward a mentally handicapped person?

D. Do you think your attitude would be different if a mentally or physically handicapped person were a member of your family?

ASSIGNMENT SHEET #4

E. Name three important people who are black, Indian, or from other ethnic groups. Write a brief paragraph about each person; tell what they have contributed to our society.

(NOTE: To complete this portion of the assignment sheet, you will need to use encyclopedias or other reference books or magazines available in your home or school library.)

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ATTITUDES
UNIT II

ASSIGNMENT SHEET #5--EVALUATE YOUR ATTITUDE TOWARD SCHOOL

NAME ______________________________

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward school. You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as a basis for class discussion.

A. Would you rate your attitude toward school as positive or as negative? Why?

B. What specific things do you dislike about school?

C. Is there anything reasonable you can do about the things you dislike? If so, what?

D. Are your goals for achieving good grades too high or too low? Why?

E. Do you get more pressure about grades from yourself, your friends, or your parents?

ASSIGNMENT SHEET #5

F. Why should you be honest when taking tests?

G. Why is copying someone else's test answers and assignments pointless and wrong?

H. Are regular attendance and being on time important to you? Why or why not?

I. Do you think your attitude about school will affect your attitude about working on a job? Why or why not?

ATTITUDES
UNIT II

ASSIGNMENT SHEET #6--EVALUATE YOUR ATTITUDE TOWARD WORK

NAME ______________________________

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward work. You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as the basis of class discussion.

A. Do you think that adults who spend most of their lives working are foolish? Why or why not?

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B. Should you put pride and effort into your work? Why?

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C. What would happen to your employer's place of business if every employee he or she had were like you?

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D. How important is it to be present and on time? Why?

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E. If you could find only a low-paying job, would you take it or do nothing? Why?

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ASSIGNMENT SHEET #6

F. Would you rather have a high-paying, boring job or a low-paying, interesting job? Why?

G. Should you do things on the job that you are not paid for? Why or why not?

H. Do you think that volunteer work is important to teenagers? Why or why not?

ATTITUDES
UNIT II

ASSIGNMENT SHEET #7--EVALUATE YOUR ATTITUDE TOWARD AUTHORITY FIGURES

NAME ______________________________

In this assignment sheet, there are no right or wrong answers. You are exploring your feelings toward authority figures (parents, teachers, supervisors). You will not be asked to show your answers to anyone, so try to be as honest as possible. You may want to volunteer your answers as the basis for class discussion.

A. Do you try to know your teachers, supervisors, or parents as individuals? Explain.

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B. Can you communicate with adults? If not, what would give you more courage to talk to them?

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C. What makes a good teacher?

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D. How can you help your teachers have better classes?

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ASSIGNMENT SHEET #7

E. What would help you get along well with teachers?

F. What makes a good supervisor?

G. What would help you get along well with supervisors?

H. Do you say "hello" or "good morning" to adults? Why or why not?

I. Do you understand your parents' needs, and do you respect their feelings? Why or why not?

ASSIGNMENT SHEET #7

J. How honest are you with your parents? Explain?

K. Will your home be different when you are the head of the house? How?

ATTITUDES
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

(NOTE: Student answers will vary.)

A. She was excited about making money, but when the work actually started, it was not what she expected; she was careless, and thought she would get by one way or the other.

B. She is careless.

C. She is hoping to get by on luck instead of being sure that what she is doing is the right thing.

D. She hates to do them, but thinks she will have to do them whether she wants to or not.

E. Yes. She told Marcy not to awaken the baby with the vacuum cleaner. Marcy should have thought about the baby before she turned on the radio.

F. Yes. Mrs. Russell will be unhappy about it, but not as unhappy as she would be if she discovered it on her own.

G. She should be more careful with her work.
She should ask questions when she doesn't know what to do.
She should ask permission to play the radio or use any other property of people for whom she works.
She should be more honest about her mistakes.

PART II

(NOTE: Student answers will vary.)

A. John wants to improve himself and get ahead, so he works hard and does his best on the job. Bill wants only to get by, so he does as little as possible. Bill doesn't like his supervisor.

B. Mr. Scott will not allow him to waste time or play pranks on the job.

C. He is saying that John thinks that he is better than the rest of the workers.

D. Yes. Mr. Scott could be hurt. This type of thing can get out of hand.

E. No. Practical jokes waste time and may cause accidents or injury.

F. There is seldom an innocent practical joke. You are not paid to play jokes, but to work.

ANSWERS TO ASSIGNMENT SHEETS

PART III

(NOTE: Student answers will vary.)

A. If Jake did not like his job, he wouldn't care, and he would have let Freddy in free.

B. He is a friend, and it is raining.

C. Yes. He wants to help him and even paid for him one time.

D. No. He is only using him to get something free.

E. Yes. He shows personal strength in looking out for the interests of his employer.

Assignment Sheets #2-#7

These assignment sheets are for student self-exploration. They are not to be evaluated. The instructor is not to look at them unless the student wishes it. However, the more discussion that can be generated about student attitudes, the better this unit will be.

ATTITUDES
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______ a. Group of people smaller in number than and different from a larger, controlling group

______ b. Confident, certain

______ c. Feeling toward or about something

______ d. Race or group of people with similar customs

______ e. Being on time

______ f. Exchange of information and feelings

______ g. Lowering in rank or status; punishing

______ h. Pre-formed attitude; judgment or opinion formed before the facts are known

______ i. Person in power; one who gives commands or enforces orders, laws, or rules

1. Attitude
2. Communication
3. Positive
4. Punctuality
5. Minority
6. Ethnic group
7. Authority figure
8. Degrading
9. Prejudice

2. State ways that attitudes are established.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

3. State ways that attitudes are changed.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

TEST

4. Select from the following list guidelines for proper self-attitudes. Write an "X" in the blank before each correct answer.

   _____a. Be positive; feel good about yourself

   _____b. Try to act just like someone else

   _____c. Be yourself

   _____d. Maintain your self-respect

   _____e. When you make a mistake, tell everyone how stupid you are

   _____f. Avoid self-pity

   _____g. Avoid making degrading remarks about yourself

5. Select from the following list proper behavior toward friends. Write an "X" in the blank before each correct answer.

   _____a. Loyalty

   _____b. Helpfulness

   _____c. Friendliness

   _____d. Kindness

   _____e. Dependability

   _____f. Snobbishness

   _____g. Prejudice

   _____h. Jealousy

6. List acceptable attitudes toward minority groups and people who think or act differently.

   a. ______________________________

   b. ______________________________

   c. ______________________________

7. Select from the following list performances that show good attitudes toward school or job. Write an "X" in the blank before each correct answer.

   _____a. Lateness

   _____b. Regular attendance

   _____c. Punctuality

TEST

_____d. Doing no more than you have to

_____e. Good study or work habits

_____f. Self-application

_____g. Alertness

_____h. Wasting time

_____i. Dependability

_____j. Putting forth maximum effort

_____k. Honesty with time, tests, and money

8. List proper attitudes toward authority figures.

a. ______________________________

b. ______________________________

c. ______________________________

ATTITUDES
UNIT II

ANSWERS TO TEST

1. a. 5
   b. 3
   c. 1
   d. 6
   e. 4
   f. 2
   g. 8
   h. 9
   i. 7

2. a. Experiences
   b. Reading
   c. Watching television
   d. Adopting attitudes of parents and friends

3. a. Talking with and meeting others
   b. Having new experiences
   c. Reading and education
   d. Watching television
   e. Traveling

4. a, c, d, f, g

5. a, b, c, d, e

6. a. Open-mindedness
   b. Acceptance
   c. Recognition of their right to be different

7. b, c, e, f, g, i, j, k

8. a. Respect
   b. Friendliness
   c. Acceptance

SUBJECT AND VERB AGREEMENT
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to apply the rules of subject and verb agreement. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Distinguish between characteristics of a singular subject and characteristics of a plural subject.
3. Distinguish between singular verbs and plural verbs.
4. Select from a list rules of subject and verb agreement.
5. Write sentences in which subjects and verbs agree.
6. Select verbs that agree in number with subjects.
7. Select verbs for singular pronoun subjects.
8. Select verbs for plural pronoun subjects.
9. Select verbs for the subjects *some, any, all, most, each,* and *none*.
10. Select verbs for subjects joined by *and.*
11. Select verbs for subjects joined by *or* or *nor.*
12. Select verbs for combined plural and singular subjects joined by *or* or *nor.*
13. Select verbs for subjects that follow verbs.

SUBJECT AND VERB AGREEMENT
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Discuss unit and specific objectives.

   C. Provide students with information and assignment sheets.

   D. Discuss information and assignment sheets.

   E. Conduct daily exercises in which students write sentences in which the subjects and verbs agree.

   F. Ask the students to write a few prepositional phrases on the board; then ask the class to provide subjects and verbs that agree in number. Place the subjects and verbs with the prepositional phrases. Point out that the phrase does not change the basic subject and verb agreement.

   G. Conduct oral drills on subject and verb agreement. Give the students a subject and have them match it with a verb. The ear can help determine subject and verb agreement more for some students than can written exercises.

   H. Tell students to refer to the Information Sheet, Sections II and III, when they are working their assignment sheets.

   I. Tell students to remember that singular verbs end in "s." Tell them to think of the "s" in a verb as standing for "singular" so that it will be easier to remember.

   J. Use any basic grammar textbook for supplementary exercises if needed.

   K. Give test.

   L. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Select Verbs that Agree in Number with Subjects

      2. Assignment Sheet #2--Select Verbs for Singular Pronoun Subjects

      3. Assignment Sheet #3--Select Verbs for Plural Pronoun Subjects

SUGGESTED ACTIVITIES

4. Assignment Sheet #4--Select Verbs for the Subjects *Some, Any, All, Most, Each,* and *None*
5. Assignment Sheet #5--Select Verbs for Subjects Joined by *And*
6. Assignment Sheet #6--Select Verbs for Subjects Joined by *Or* or *Nor*
7. Assignment Sheet #7--Select Verbs for Combined Plural and Singular Subjects Joined by *Or* or *Nor*
8. Assignment Sheet #8--Select Verbs for Subjects that Follow Verbs

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Christ, Henry I. *Modern English in Action*, Teacher's ed. Lexington, Massachusetts: D.C. Heath and Company, 1978.

B. Warriner, John E., Mary E. Whitten, and Francis Griffith. *English Grammar and Composition*. New York: Harcourt Brace Jovanovich, Inc., 1977.

C. Warriner, John E., Mary E. Whitten, and Joseph C. Blumenthal. *English Workshop,* Fourth Course. New York: Harcourt Brace Jovanovich, Inc., 1973.

SUBJECT AND VERB AGREEMENT
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Agreement--Using a verb that matches a subject

   B. Phrase--Group of related words not containing a subject and predicate (verb)

   C. Plural--Referring to more than one person or thing

   D. Pronoun--Part of speech that takes the place of a noun

   E. Singular--Referring to one person or thing

   F. Subject--Noun or pronoun the sentence is talking about

   G. Verb--Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows

II. Characteristics of a singular subject and characteristics of a plural subject

   A. Singular subject

      1. Names only one person, place, or thing

         EXAMPLE: *Boswell* works as a mechanic.

      2. Is used with a singular verb

         EXAMPLES: The *car was* expertly repaired.
         The *machine runs* smoothly.

   B. Plural subject

      1. Names more than one person, place, or thing

         EXAMPLE: *Boswell* and *Bronson* work as mechanics.

      2. Is used with a plural verb

         EXAMPLES: The *cars were* expertly repaired.
         The *machines run* smoothly.

III. Singular verbs and plural verbs

   A. Singular verbs

      1. Is

      2. Was

      3. Has

INFORMATION SHEET

4. Action verbs that end in *s*

   EXAMPLES: Walk*s*, sit*s*, laugh*s*, crie*s*

5. Doesn't

   (NOTE: *Does* is a verb and *not* is an adverb, but when the two are combined in a contraction [doesn't], the word functions as a singular verb.)

B. Plural verbs

1. Are

2. Were

3. Have

4. Action verbs that do not end in *s*

   EXAMPLES: Walk, sit, laugh, cry

5. Don't

   (NOTE: *Do* is a verb and *not* is an adverb, but when the two are combined in a contraction [don't], the word functions as a plural verb.)

IV. Rules of subject and verb agreement

A. A verb agrees with its subject in number (Assignment Sheets #1 and #8)

(NOTE: *Number* refers to plural or singular. A plural subject takes a plural verb, and a singular subject takes a singular verb.)

EXAMPLES: *Joe is going* to school.
Joe = singular subject
is going = singular verb

They are going to school.
They = plural subject
are going = plural verb

B. The number of a subject is not changed by a phrase following the subject

(NOTE: Never match a verb to the object of a preposition.)

EXAMPLE: *One* of the tools *is* missing.
One = singular subject
is = singular verb
of the tools = prepositional phrase

INFORMATION SHEET

C. Singular pronouns such as *each, either, neither, one, everyone, everybody, no one, nobody, anyone, anybody, someone,* and *somebody* take a singular verb when they are used as subjects of sentences (Assignment Sheet #2)

EXAMPLE: *Everybody is* trying to build a bird house in carpentry class.
Everybody = singular pronoun subject
is = singular verb

D. Plural pronouns such as *several, few, both,* and *many* take a plural verb when they are used as subjects of sentences (Assignment Sheet #3)

EXAMPLE: *Few* people *have* time for recreation.
Few = plural pronoun subject
have = plural verb

E. Pronouns such as *some, all, any, most* and *none*, when used as subjects of sentences, may take a plural or a singular verb, depending upon the word to which they are referring (Assignment Sheet #4)

EXAMPLES: *Some* of the food *was* eaten.
Some what?
Some food
food = singular
was = singular verb

Some of the apples *were* eaten.
Some what?
Some apples
apples = plural
were = plural verb

F. Subjects joined by *and* take a plural verb (Assignment Sheet #5)

EXAMPLES: *Lucille* and *Clifton* always *ask* intelligent questions.
Lucille and Clifton = subjects joined by *and*
ask = plural verb

Bicycling and swimming are good exercises.
Bicycling and swimming = subjects joined by *and*
are = plural verb

G. Singular subjects joined by *or* or *nor* take a singular verb (Assignment Sheet #6)

EXAMPLES: *Jane or Scott* always *asks* intelligent questions.
Jane asks intelligent questions.
Scott asks intelligent questions.
Jane or Scott = singular subjects joined by *or*
asks = singular verb

Bicycling or swimming is good exercise.
Bicycling or swimming = singular subjects joined by *or*
is = singular verb

INFORMATION SHEET

H. Singular subjects and plural subjects joined by *or* or *nor* take the verb that agrees with the subject nearer the verb (Assignment Sheet #7)

EXAMPLE: The *teacher or the students have been* in the classroom.
teacher = singular subject
students = plural subject nearer the verb
have been = plural verb

I. Words stating amounts are singular and take a singular verb

EXAMPLE: *Twenty dollars is* a lot to pay for that saw chain.
Twenty dollars = singular subject
is = singular verb

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #1--SELECT VERBS THAT AGREE IN NUMBER WITH SUBJECTS

NAME ______________________________ SCORE ______________

A verb must agree with its subject in number. A singular subject takes a singular verb, and a plural subject takes a plural verb.

PART I

Circle the correct verb in parentheses that agrees with the subject. Underline the subject in each sentence.

EXAMPLE: Here (is, [✓ are]) the stamps for your letter.

A. A plumber (work, works) with specialized tools.

B. Two horses (jump, jumps) better than the others.

C. Burt's tractor (pulls, pull) stumps and brush from the fields.

D. The race cars (go, goes) around the oval track 10 times.

E. The club motorcycles (run, runs) 300 miles on a tank of gas.

F. Mice (eat, eats) seeds and plants but rarely eat cheese.

G. This pencil (sharpens, sharpen) to a fine point.

H. Everyone (try, tries) to answer questions honestly.

I. Several of my friends (has, have) taken that shop class.

J. Sara (cook, cooks) spaghetti in her largest pot.

K. Mike (does, do) what his supervisor asks of him.

L. All of them (read, reads) well.

M. Both (is, are) interested in technical books.

N. That lady always (buy, buys) two pounds of ground beef.

O. The men (travel, travels) from city to city on business.

P. Few of the students (participate, participates) in practical jokes.

Q. Calves (play, plays) when they are not hungry.

R. The girls (talk, talks) about their vocational classes.

S. Janie (swim, swims) better than her brother, Jeff.

T. This job (pays, pay) well.

ASSIGNMENT SHEET #1

PART II

Write an "X" in the blanks before those subjects and verbs that agree. Write an "0" in the blanks before those that do not agree.

_____A. houses has

_____B. John give

_____C. choice increases

_____D. supervisor talks

_____E. suitcases were

_____F. hunger were

_____G. caverns was

_____H. people were

_____I. flowers is

_____J. dresses seems

PART III

Correct the verbs in the following sentences. Cross out the wrong verb, and write the correct one above it.

Were
EXAMPLE: ~~Was~~ these dishes dried properly?

A. Bill don't like detective stories.

B. Helicopters is at the airport.

C. The paintings in the museum is insured for a million dollars.

D. Lunch were good today.

E. Ammonia, as well as other household cleaners, are poison.

F. The channel between the islands are marked by buoys.

G. Kim or her brother are going to the freshman picnic.

H. The boys in CVET has organized a baseball team.

I. Don't Terry plan to run for president of FFA?

J. Mary Lou haven't made plans for the beauty contest.

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #2--SELECT VERBS FOR SINGULAR PRONOUN SUBJECTS

NAME ______________________________ SCORE ______________

Singular pronouns take a singular verb when used as subjects of sentences.

PART I

Circle the correct verb in parentheses in each of the following sentences. Underline the subject in each sentence.

EXAMPLE: Each of my interviews (teach, [✓ teaches]) me something useful.

A. One of Tim's brothers (is, are) going to Oklahoma University.

B. One of our trees (was, were) struck by lightning.

C. Either the battery or the bulb in my two flashlights (has, have) burned out.

D. Everybody (dance, dances) at the prom.

E. Someone (has, have) the hammer and nails.

F. Nobody (swim, swims) across our city lake.

G. Anyone (studies, study) to make good grades.

H. Neither of the workers (knows, know) how to change the fuse in the fusebox.

I. Everybody (was, were) requesting refunds on the product.

J. Each of the students (was, were) entering the vocational class.

PART II

Write an "X" in the blank before each sentence in which the subject and verb agrees. Write an "0" in the blank before each sentence in which the subject and verb does not agree.

______ A. Somebody in the crowd were snoring.

______ B. Each of the boys tries to outdo the other.

______ C. Someone works on the project every day.

______ D. One of the cabinets contain paint supplies.

______ E. Each of the waiters is standing in the doorway.

______ F. One assistant answers the telephone.

______ G. Neither of the projects has any value.

ASSIGNMENT SHEET #2

______H. Everyone talks about the festival.

______I. Each of the farmers use modern machines.

______J. Some leaks is hard to find.

PART III

Correct the verbs in the following sentences. Cross out the wrong verb and write the correct one above it.

EXAMPLE: Each of the students ~~got~~ gets a chance to speak.

A. Either of these buses take you to the school.

B. Every one of the classes are interesting.

C. Either one of these two dresses fit you well.

D. Each of my teachers give long homework assignments.

E. Any one of these students know how to rebuild an engine.

F. A few of the hand tools needs to be cleaned.

G. Neither horseplay nor joking are allowed in shop.

H. Each of my friends were expecting me to help with the project.

I. Either of those tools are suitable.

J. Each of the cars were going in a different direction.

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #3–SELECT VERBS FOR PLURAL PRONOUN SUBJECTS

NAME ______________________________ SCORE ______________

Plural pronouns take a plural verb when used as subjects of sentences.

PART I

Circle the correct verb in parentheses in each of the following sentences. Underline the subject in each sentence.

EXAMPLE: Both the red tie and the blue tie ([✓ look], looks) good with that shirt.

A. Many of us (like, likes) long books.

B. Few of the pies (was, were) left after the bake sale.

C. Both of the trees (need, needs) trimming.

D. Both steamboats had rounded the bend and (was, were) out of sight.

E. Many parades (begin, begins) with the marshall of the parade riding in a convertible.

F. Both cars (has, have) vinyl tops.

G. Many students (study, studies) in front of a television set.

H. Several cards (was, were) mailed to the PTA members.

I. Few people (vote, votes) on rainy days.

J. Many candy bars (is, are) made of chocolate and nuts.

PART II

Correct the verbs in the following sentences. Cross out the wrong verb, and then write the correct one in the blank to the left of each sentence.

EXAMPLE: are A. Several of my friends ~~is~~ going to the game.

____________ A. Few of the students has failed the test.

____________ B. Several plants is poisonous.

____________ C. Many in the group asks questions.

____________ D. Both of the problems is difficult.

____________ E. Both my parents works for the same company.

____________ F. Few plumbers makes house calls.

ASSIGNMENT SHEET #3

________________ G. Many supervisors works for large construction companies.

________________ H. Several cooks attends the workshops related to baking.

________________ I. Several of my friends says I read too much.

________________ J. Many tables is made of walnut.

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #4--SELECT VERBS FOR THE SUBJECTS *SOME, ANY, ALL, MOST, EACH,* AND *NONE*

NAME ______________________________ SCORE ______________

The words *some, any, all, most, each,* and *none* may take a plural verb or a singular verb depending upon the word to which they are referring.

PART I

In the following sentences, choose the verb that agrees with the subject. Write the correct verbs in the blanks.

EXAMPLE: All of the chores were done well. (was, were)

A. Some of the pictures ______________ burned in the fire. (was, were)

B. All of the chairs ______________ comfortable. (look, looks)

C. None of the work ______________ hard. (is, are)

D. Each of the cartons ______________ full. (was, were)

E. Some of the salt shakers ______________ broken. (is, are)

F. Most of us ______________ to the house plans. (agree, agrees)

G. All of the boys ______________ failing grades except one. (has, have)

H. Any of the candidates ______________ to the crowd at the rally. (speaks, speak)

I. Some of the eggs ______________ rotten. (was, were)

J. Most of the money ______________ contributed by entertainers and movie stars. (was, were)

PART II

Write ten sentences of your own containing the subjects *some, any, all, most, each,* and *none.* Make sure that your verb matches the word that your subject is referring to.

A. ____

____

B. ____

____

C. ____

____

ASSIGNMENT SHEET #4

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #5--SELECT VERBS FOR SUBJECTS JOINED BY *AND*

NAME ______________________________ SCORE ______________

Subjects joined by *and* take a plural verb.

PART I

Write an "X" in the blank before each sentence in which the subject and verb agrees. Write an "0" in the blank before each sentence in which the subject and verb does not agree.

______A. A tree and a telephone pole was lying in the road.

______B. Sally and Marie are in my class.

______C. Roxanne and Dana has a cute humorous duet.

______D. Sharyl and Jeff is all-state actors.

______E. The engine and a car of the train were derailed.

______F. Reading and playing the piano is what Lynn likes to do.

______G. Kristi and Shelley is cute girls.

______H. Gasoline and clean rags are essential when cleaning paintbrushes.

______I. Bolts and screwdrivers was ordered by Mr. Rushing.

______J. Miss Riley and Mrs. Shepherd does substitute teaching.

PART II

Write ten sentences of your own containing the following compound subjects joined by *and*. Make sure that your verb matches the compound subject.

A. *mops and buckets* ______________________________

____

____

B. *pencils and paper* ______________________________

____

____

C. *mothers and fathers* ______________________________

____

____

ASSIGNMENT SHEET #5

D. *hammer and nails* ______

E. *saws and blades* ______

F. *washers and dryers* ______

G. *necklaces and rings* ______

H. *golf and tennis* ______

I. *rod and reels* ______

J. *teachers and students* ______

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #6--SELECT VERBS FOR SUBJECTS JOINED BY *OR* OR *NOR*

NAME ______________________________ SCORE ______________

Singular subjects joined by *or* or *nor* take a singular verb.

PART I

In the following sentences, choose the verb that agrees with the subject. Write the correct verbs in the blanks.

EXAMPLE: The dog or the cat ___has___ torn up the newspaper. (has, have)

A. Reading or writing ______________ better than watching television. (is, are)

B. Melinda or Michael ______________ dancing lessons. (take, takes)

C. The flower or the skunk ______________ very strong. (smell, smells)

D. Neither the bedspread nor curtain ______________ going to match the carpet. (is, are)

E. Bread or a roll ______________ been served to the group of ladies. (has, have)

F. Swimming or tennis ______________ appeal to me. (don't, doesn't)

G. Neither Carl nor Fred ______________ been sick for a week. (has, have)

H. Carlsbad Caverns or Mt. Rushmore ______________ a good vacation site. (is, are)

I. Neither the boy nor girl ______________ responsible for the accident. (is, are)

J. Miss Dillon or a teacher ______________ been going to the campsite with the students. (has, have)

PART II

Write ten sentences of your own containing the following compound subjects joined by *or* or *nor*. Be sure to write the correct verbs in your sentences.

A. *she or he* ____

____

____

B. *buckets or pails* ____

____

____

ASSIGNMENT SHEET #6

C. *vacuums or sweepers* ______________________________

____

____

D. *a letter or a telegram* ______________________________

____

____

E. *a ball peen hammer or a claw hammer* ______________________________

____

____

F. *neither mud nor snow* ______________________________

____

____

G. *the principal or his assistant* ______________________________

____

____

H. *baking soda or ammonia* ______________________________

____

____

I. *neither red nor green* ______________________________

____

____

J. *Kirk or his sister* ______________________________

____

____

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #7--SELECT VERBS FOR COMBINED PLURAL AND SINGULAR SUBJECTS JOINED BY *OR* OR *NOR*

NAME ________________________ SCORE ____________

Singular and plural subjects joined by *or* or *nor* take the verb that agrees with the subject nearer the verb.

PART I

Circle the correct verb in parentheses in each of the following sentences.

EXAMPLE: Neither a banjo nor two guitars ([✓ sound], sounds) right for this part.

A. Hamburger meat or buns (was, were) bought for our class picnic.

B. The teacher or students (is, are) not in the classroom.

C. Neither the President nor his aides (was, were) on the airplane.

D. Neither the singers nor the piano player (has, have) memorized the music.

E. Either the captain of the team or the coaches (plan, plans) to attend the pep rally.

F. Girls or a boy (sews, sew) the carpentry aprons for our carpentry class.

G. Neither Tina nor her helpers (make, makes) good cupcakes.

H. Either Jack Thompson or the school board members (don't, doesn't) agree with the proposal for the new high school.

I. Neither the record player nor the records (play, plays) clearly.

J. Either Mother or the ladies (is, are) going to the convention in the city.

PART II

Write ten sentences of your own containing the following combined singular and plural subjects. Make sure that your verb matches the subject closer to it.

A. *clock or watches* ________________________________

____

____

B. *brothers or sister* ________________________________

____

____

ASSIGNMENT SHEET #7

C. *fence or walls*

D. *materials or tool*

E. *town or cities*

F. *neither the drywall nor rafters*

G. *washer or dryers*

H. *green shirt or blue shirts*

I. *pebbles or stone*

J. *neither sickness nor injuries*

SUBJECT AND VERB AGREEMENT
UNIT I

ASSIGNMENT SHEET #8--SELECT VERBS FOR SUBJECTS THAT FOLLOW VERBS

NAME ______________________________ SCORE ______________

Every sentence that begins *There is, There are,* or *Here is, Here are,* is a turned-around sentence in which the subject *follows* the verb. In question sentences the subject either follows the verb or comes between two parts of the divided verb.

Underline the subject in each of the following sentences. Then select the verb that agrees with the subject and write it in the blank provided.

EXAMPLE: Here ___is___ the newspaper article I need. (is, are)

A. There __________ many curves in this road. (is, are)

B. There __________ rules that must be followed in shop. (is, are)

C. There __________ a rule that must be followed in shop. (is, are)

D. Here __________ the papers that you wanted. (is, are)

E. Here __________ a list of the groceries we need to buy. (is, are)

F. There __________ no tools available for the students. (was, were)

G. There __________ too many parties lately. (has been, have been)

H. Here __________ the résume' you asked for. (is, are)

I. Fortunately, there __________ two positions available. (was, were)

J. Here __________ my parents, Linda and Michael Jones. (is, are)

K. How much __________ those tool kits? (is, are)

L. How __________ your herb garden doing? (is, are)

M. __________ either of you going to make a project? (Is, Are)

N. __________ that cake look delicious? (Doesn't, Don't)

O. __________ those dresses look expensive? (Doesn't, Don't)

P. __________ any one of you ever built a brick fireplace? (Has, Have)

Q. __________ your sister ever been to Chicago? (Has, Have)

R. __________ two entrances to this house. (There's, There are)

S. __________ my pile of textbooks? (Where's, Where are)

T. __________ some tools for your project. (Here's, Here are)

SUBJECT AND VERB AGREEMENT
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. plumber; works

B. horses; jump

C. tractor; pulls

D. cars; go

E. motorcycles; run

F. Mice; eat

G. pencil; sharpens

H. Everyone; tries

I. Several; have

J. Sara; cooks

K. Mike; does

L. All; read

M. Both; are

N. lady; buys

O. men; travel

P. Few; participate

Q. calves; play

R. girls; talk

S. Janie; swims

T. job; pays

PART II

A. 0

B. 0

C. X

D. X

E. X

F. 0

G. 0

H. X

I. 0

J. 0

PART III

A. doesn't

B. are

C. are

D. was

E. is

F. is

G. is

H. have

I. Doesn't

J. hasn't

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

PART I

A. One; is
B. One; was
C. Either; has
D. Everybody; dances
E. Someone; has
F. Nobody; swims
G. Anyone; studies
H. Neither; knows
I. Everybody; was
J. Each; was

PART II

A. 0
B. X
C. X
D. 0
E. X
F. X
G. X
H. X
I. 0
J. 0

PART III

A. takes
B. is
C. fits
D. gives
E. knows
F. need
G. is
H. was
I. is
J. is or was

Assignment Sheet #3

PART I

A. Many; like
B. Few; were
C. Both; need
D. Both; were
E. Many; begin
F. Both; have
G. Many; study
H. Several; were
I. Few; vote
J. Many; are

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. have; ~~has~~
B. are; ~~is~~
C. ask; ~~asks~~
D. are; ~~is~~
E. work; ~~works~~
F. make; ~~makes~~
G. work; ~~works~~
H. attend; ~~attends~~
I. say; ~~says~~
J. are; ~~is~~

Assignment Sheet #4

PART I

A. were
B. look
C. is
D. were
E. are
F. agree
G. have
H. speak
I. were
J. was

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

PART I

A. 0
B. X
C. 0
D. 0
E. X
F. 0
G. 0
H. X
I. 0
J. 0

PART II--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #6

PART I

A. is
B. takes
C. smells
D. is
E. has
F. doesn't
G. has
H. is
I. is
J. has

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #7

PART I

A. were
B. are
C. were
D. has
E. plan
F. sews
G. make
H. don't
I. play
J. are

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #8

A. are; curves
B. are; rules
C. is; rule
D. are; papers
E. is; list
F. were; tools
G. have been; parties
H. is; résumé
I. were; positions
J. are; parents
K. are; kits
L. is; garden
M. Is; either
N. Doesn't; cake
O. Don't; dresses
P. Has; one
Q. Has; sister
R. There are; entrances
S. Where's; pile
T. Here are; tools

SUBJECT AND VERB AGREEMENT
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match the following terms to their correct definitions. Write the correct numbers in the blanks.

______a. Group of related words not containing a subject or predicate (verb)

______b. Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows

______c. Using a verb that matches a subject

______d. Noun or pronoun the sentence is talking about

______e. Referring to one person or thing

______f. Part of speech that takes the place of a noun

______g. Referring to more than one person or thing

1. Plural
2. Agreement
3. Pronoun
4. Subject
5. Verb
6. Phrase
7. Singular

2. Distinguish between characteristics of a singular subject and characteristics of a plural subject. Write an "S" in the blanks before characteristics of singular subjects, and a "P" in the blanks before characteristics of plural subjects.

______a. Is used with singular verb

______b. Names more than one person, place, or thing

______c. Is used with plural verb

______d. Names only one person, place, or thing

3. Distinguish between singular verbs and plural verbs. Write an "S" in the blanks before singular verbs, and a "P" in the blanks before plural verbs.

______a. Is

______b. Was

______c. Action verbs that do not end in *s*

______d. Are

______e. Has

______f. Doesn't

______g. Were

TEST

_____h. Have

_____i. Action verbs that end in *s*

_____j. Don't

4. Select from the following list rules of subject and verb agreement. Write an "X" in the blank before each correct statement.

_____a. A verb agrees with its subject in number

_____b. A verb does not agree with its subject in number

_____c. The number of a subject is not changed by a phrase following the subject

_____d. Singular pronouns such as *each, either, neither, one, everyone, everybody no one, nobody, anyone, anybody, someone*, and *somebody*, take a singular verb when they are used as subjects of sentences

_____e. Plural pronouns such as *several, few, both*, and *many*, take a plural verb when they are used as subjects of sentences

_____f. Pronouns such as *some, all, any, most*, and *none*, when used as subjects of sentences, may take a plural or a singular verb, depending on the word to which they are referring

_____g. Subjects joined by *and* take a plural verb

_____h. Subjects joined by *and* may take a singular verb

_____i. Singular subjects joined by *or* or *nor* take a singular verb

_____j. Singular subjects and plural subjects joined by *or* or *nor* take the verb that agrees with the subject that is nearer the verb

_____k. Words stating amounts are singular and take a singular verb

5. Write sentences in which subjects and verbs agree. Use the following words as the subjects of your sentences. Underline the verb in each sentence.

a. *each* ____

____

____

b. *questions and answers* _____________________________

____

____

c. *working or studying* ______________________________

____

____

TEST

d. *neither vegetables or fruit* ______________________________

____

____

e. *projects* (begin sentence with *There*) ________________________

____

____

f. *both* ____

____

____

g. *any* ____

____

____

(NOTE: Test questions 6-13 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Select verbs that agree in number with subjects.
7. Select verbs for singular pronoun subjects.
8. Select verbs for plural pronoun subjects.
9. Select verbs for the subjects *some, any, all, most, each*, and *none.*
10. Select verbs for subjects joined by *and.*
11. Select verbs for subjects joined by *or* or *nor.*
12. Select verbs for combined plural and singular subjects joined by *or* or *nor.*
13. Select verbs for subjects that follow verbs.

SUBJECT AND VERB AGREEMENT
UNIT I

ANSWERS TO TEST

1. a. 6
   b. 5
   c. 2
   d. 4
   e. 7
   f. 3
   g. 1

2. a. S
   b. P
   c. P
   d. S

3. a. S
   b. S
   c. P
   d. P
   e. S
   f. S
   g. P
   h. P
   i. S
   j. P

4. a, c, d, e, f, g, i, j, k

5. (NOTE: Sentences should contain verbs of the following number.)
   a. Singular
   b. Plural
   c. Singular
   d. Singular
   e. Plural
   f. Plural
   g. Plural or singular depending upon the word to which verb is referring

ANSWERS TO TEST

6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor
8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor

COMPLEMENTS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to identify complements, name the types of complements, and write different kinds of complements in sentences. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select from a list characteristics of complements.
3. Name types of complements.
4. Identify subject complements.
5. Identify object complements.
6. Label direct objects in given sentences.
7. Label indirect objects in given sentences.
8. Write sentences containing complements.
9. Write sentences containing subject complements.
10. Write sentences containing object complements.
11. Write sentences containing direct objects.
12. Write sentences containing indirect objects.

COMPLEMENTS
UNIT II

SUGGESTED ACTIVITES

I. Suggested activites

A. Provide students with objective sheet.

B. Discuss unit and specific objectives.

C. Provide students with information and assignment sheets.

D. Discuss information and assignment sheets.

E. Explain to students that *complement* is a collective term to include (1) the object of a verb; (2) a predicate noun after the verb *to be* or other linking verbs; and (3) a predicate adjective.

F. When explaining complements, place on the board the basic sentence patterns.

EXAMPLES: Subject--verb--direct object = (S--V--DO)
Jill ate a sandwich.

Subject--linking verb--complement = (S--LV--C)
Sally is pretty.

G. Ask students to bring to class a magazine article; have them find all the complements in the article.

H. Ask students to bring to class a newspaper article; have them find all the complements in the article.

I. Review prepositions (Unit I, Section D) and show students how to cross out prepositional phrases when trying to find complements.

(NOTE: Crossing out prepositional phrases eliminates confusing words.)

EXAMPLE: Joe hit the ball to me.
Joe hit the ball ~~to me.~~ (cross out prepositional phrase)
Joe hit the ball.
ball = complement

J. Ask students to find the subject of a sentence first, then find the verb of the sentence and ask the question *what?* or *whom?* after the verb.

(NOTE: This process helps the student find the direct object.)

EXAMPLE: Joe hit Sally.
Joe = subject
hit = verb
Joe hit *whom?* (ask question after verb)
Joe hit *Sally*.
Sally = direct object

SUGGESTED ACTIVITIES

K. Ask students to find the subject of a sentence, find the verb, then find the direct object and say to themselves *to whom?* or *for whom?*

(NOTE: This process helps the student find the indirect object.)

EXAMPLE: Lucy bought Charles some socks.
Lucy = subject
bought = verb
socks = direct object
Lucy bought socks *for whom?*
Lucy bought the socks for *Charles*.
Charles = indirect object

L. Divide the students into groups and conduct a contest to see which group can identify the most complements.

(NOTE: Teacher should collect sentences with complements and call them out to the students.)

M. Have students read the sentences they complete on assignment sheets.

N. Give test.

O. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Write Sentences Containing Complement
2. Assignment Sheet #2--Write Sentences Containing Subject Complements
3. Assignment Sheet #3--Write Sentences Containing Object Complements
4. Assignment Sheet #4--Write Sentences Containing Direct Objects
5. Assignment Sheet #5--Write Sentences Containing Indirect Objects

E. Answers to assignment sheets

F. Test

G. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Christ, Henry I. *Modern English In Action*, teacher's ed. Lexington, Massachusetts: D.C. Heath and Company, 1978.

B. Clements, Irene, Judy Coffey, and Linda Nielson. *Home and Community Services*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Industrial Materials Center, 1972.

C. Henderson, Charles W., and Bob Patton. *General Construction Trades*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

D. Henderson, Charles W., Bob Patton, and Margaret Spann. *General Mechanical Trades*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

E. Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

COMPLEMENTS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Action verb-- Verb that shows action

EXAMPLES: *Run, walk, jump, think*

B. Complement-- Word that completes the meaning of the verb (*direct* and *indirect objects*), the subject (*subject complement),* or the object (*object complement*)

C. Direct object-- Word that receives the action of the verb; answers *what* or *whom* about the verb; follows an action verb

D. Indirect object-- Word that tells *to whom* or *for whom* the action of the verb is done; always comes before a direct object

E. Linking verb-- Verb that helps make a statement by linking the subject to a noun, pronoun, or adjective that follows; shows no action

F. Object complement-- Noun, pronoun, or adjective that follows certain action verbs and describes or renames the object of a sentence

G. Predicate adjective-- Subject complement that describes the subject of a sentence

H. Predicate noun-- Subject complement that renames the subject of a sentence

I. Subject complement-- Noun, pronoun, or adjective that follows a linking verb and describes or renames the subject of a sentence

J. Verb--Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows

II. Characteristics of complements (Assignment Sheet #1)

A. Complete the meaning of the verb, the subject, or the object

EXAMPLES: Jerome caught the *fish*. (verb)

Tina is *smart.* (subject)

They thought him *clever.* (object)

B. May be nouns, pronouns, or adjectives

EXAMPLES: Carl saw *me*. (pronoun)
The boys played *games.* (noun)
She is *pretty*. (adjective)

(NOTE: Nouns name persons, places, things, or ideas. Pronouns are words that may take the place of a noun. Adjectives describe nouns and pronouns.)

INFORMATION SHEET

C. May be more than one in a sentence

EXAMPLES: Fido is *intelligent* and *alert*.
Beatrice baked a *cake* and some *cookies*.

III. Types of Complements

A. Subject complement

EXAMPLES: The women were *officers*.

Roses are *fragrant*.

B. Object complement

EXAMPLES: We made the clerk *angry*.

They appointed Terri *president*.

C. Direct object

EXAMPLES: Roy hammered the *nail* into the board.

Susan bought *one* of the new cake pans.

D. Indirect object

EXAMPLES: Lisa made *me* a sandwich.

The plumber handed *Jeff* the bill.

IV. Subject complement (Assignment Sheet #2)

A. May be a predicate noun

1. Renames the subject of the sentence.

EXAMPLE: Robin is the *owner* of the shop.

2. Follows a linking verb

EXAMPLE: Those horses are *pintos*.

3. Is a noun or pronoun

EXAMPLES: The members are *students*. (noun)
The winner is *you*! (pronoun)

B. May be predicate adjective

1. Describes the subject of the sentence

EXAMPLE: Robin is very *pretty*.

INFORMATION SHEET

2. Follows a linking verb

   EXAMPLE: Daniel feels *tired* today.

3. Is an adjective

   EXAMPLE: Mr. Henson looks very *handsome*.

V. Object complement (Assignment Sheet #3)

A. Describes or renames the object of a sentence

EXAMPLES: Scientists call the jack rabbit a *hare*. (renames object)
We painted the ceiling *yellow*. (describes object)

B. Follows certain action verbs

(NOTE: Object complements follow only certain action verbs such as *appoint, call, choose, elect, make, find, judge, keep, prove, consider, think,* and *paint.)*

EXAMPLES: We elected Mr. Smith *chairman*.
We considered him a fine *choice*.

C. Is a noun, pronoun, or adjective

EXAMPLES: Henry called him a *traitor*. (noun)
He made the car *his*. (pronoun)
People judged him *innocent*. (adjective)

VI. Direct object (Assignment Sheet #4)

A. Follows an action verb

B. Receives the action of the verb

EXAMPLE: Susan plowed the *field.*

C. Answers *what* or *whom* about the verb

EXAMPLE: Molly sifted the flour.
Molly sifted *what?*
Molly sifted *flour.*
flour = direct object

VII. Indirect object (Assignment Sheet #5)

A. Comes before the direct object

EXAMPLE: The teacher gave each new *student (indirect object*) a *test (direct object*).

INFORMATION SHEET

B. Tells *to whom* the action is done

EXAMPLE: Sarah gave Mr. Seymour a chain saw.
Sarah gave a chain saw *to whom?*
Sarah gave a chain saw to *Mr. Seymour.*
Mr. Seymour = indirect object

C. Tells *for whom* the action is done.

EXAMPLE: Tom baked Mrs. Wilson a cake.
Tom baked a cake *for whom?*
Tom baked a cake for *Mrs. Wilson.*
Mrs. Wilson = indirect object

COMPLEMENTS
UNIT II

ASSIGNMENT SHEET #1--WRITE SENTENCES CONTAINING COMPLEMENTS

NAME ______________________________ SCORE ______________

A complement is a word that completes the meaning of a verb, subject, or object. Complements may be nouns, pronouns, or adjectives. Some sentences may have more than one complement.

PART I

Write ten sentences in the space below, each containing one complement. Circle the complement in each sentence.

EXAMPLE: Jane and Maxine are new CVET students in our class.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

ASSIGNMENT SHEET #1

I. ______________________________

J. ______________________________

PART II

Write ten sentences in the space below, each containing more than one complement. Circle the complements in each sentence.

EXAMPLE: Harvey bought a zig-zag ruler and a steel measuring tape.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

ASSIGNMENT SHEET #1

J. ______________________________

____

PART III

Write ten sentences in the space below, each using the name of a tool as a complement. Circle the complements in each sentence.

EXAMPLE: My CVET instructor told me to sharpen the paring knife.

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

ASSIGNMENT SHEET #1

PART IV

Write ten sentences in the space below, each using the names of the following picnic items as complements.

EXAMPLE: *ice chest* That comfortable stool that you are sitting on is really the ice chest.

A. *buns* ____________________

B. *chili* ____________________

C. *watermelon* ____________________

D. *lemonade* ____________________

E. *cookies* ____________________

F. *plates* ____________________

G. *marshmallows* ____________________

H. *forks* ____________________

I. *spoons* ____________________

J. *cup* ____________________

ASSIGNMENT SHEET #1

PART V

Write ten sentences in the space below, each containing the name of a car part as a complement. Circle the complements in each sentence.

EXAMPLE: The mechanic checked the spark plugs and battery on my new car.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

COMPLEMENTS
UNIT II

ASSIGNMENT SHEET #2–WRITE SENTENCES CONTAINING SUBJECT COMPLEMENTS

NAME ______________________ SCORE ____________

Subject complements rename the subject of a sentence or describe the subject of the sentence. Subject complements may be nouns, pronouns, or adjectives. Subject complements follow linking verbs.

PART I

Write ten sentences in the space below, each containing one subject complement. Circle the subject complement in each sentence.

EXAMPLE: Old-fashioned rock candy tastes very sweet.

A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________

F. ______________________

G. ______________________

H. ______________________

ASSIGNMENT SHEET #2

I. ____

____

J. ____

____

PART II

Write ten sentences in the space below, each using the following words as subject complements.

EXAMPLE: *sister* The girl on the left wearing the school colors is my sister.

A. *teacher* ____

____

B. *torch* ____

____

C. *wrench* ____

____

D. *brush* ____

____

E. *electricity* ____

____

F. *blueprint* ____

____

G. *engine* ____

____

H. *oil* ____

____

I. *toy* ____

____

ASSIGNMENT SHEET #2

J. *baby* ______________________________

____

PART III

Write ten sentences in the space below, each using the following words as subject complements.

EXAMPLE: *delicious* The chocolate layer cake tastes [✓ delicious]

A. *awful* ______________________________

B. *ugly* ______________________________

C. *sick* ______________________________

D. *thin* ______________________________

E. *pretty* ______________________________

F. *sad* ______________________________

G. *happy* ______________________________

H. *boring* ______________________________

I. *blue* ______________________________

J. *strange* ______________________________

ASSIGNMENT SHEET #2

PART IV

Predicate nouns are subject complements that rename the subject of a sentence.

Underline the subject in each of the following sentences. Then write the initials *P.N.* above each predicate noun.

EXAMPLE: The best $\underline{\text{worker}}$ in this class is $\overset{\text{P.N.}}{\text{Barry}}$.

A. This tool is a wrench.

B. The last boy to leave shop class was Bob.

C. Cooking was father's favorite activity.

D. Jane is a student in the CVET program.

E. Eloise was the head of the cooking committee.

F. Harvey is a very capable carpenter.

G. Kelly was the leader of the construction crew.

H. The CVET director will be Mr. Black.

I. Careers are jobs we choose because we enjoy such work.

J. Daphne was the most popular student in class.

K. Motorcycles are machines that are fun to ride.

L. Japan is a large exporter of motorcycles.

M. Folding rules are valuable tools.

N. Hill climbing is a popular sport.

O. Fishing is a sport that is relaxing.

P. Golf is an enjoyable hobby.

Q. Printing can be an expensive hobby.

R. Football and basketball are favorite pastimes.

S. Soccer is a game involving running.

T. Tennis players must be energetic people.

U. The nursing home is a red brick building.

ASSIGNMENT SHEET #2

V. Cafes and restaurants are dining places.

W. He is a good teacher.

X. She is the best welder in our school.

Y. Police officials are people who help everyone.

Z. Fire fighters were the officials who found the cat.

AA. The day-care center was a place for children.

BB. Doctors and nurses are people who help.

CC. I am a builder in my community.

DD. She was a legal student.

PART V

A predicate adjective is a subject complement that describes the subject of a sentence.

Underline the subject in each of the following sentences. Then write the initials *P.A.* above each predicate adjective.

EXAMPLE: The students were $\overset{\text{P.A.}}{\text{happy}}$ with their completed project.

A. Your CVET instructor is helpful.

B. She felt good.

C. The picnic was fun.

D. It is important and nice to do a good job.

E. Welding is difficult.

F. The windows were black with paint.

G. The building was dark.

H. This cake icing tastes good.

I. The milk was sour.

J. Mr. Smith was funny.

K. The hammer feels heavy.

ASSIGNMENT SHEET #2

L. These hacksaw blades are sharp.

M. Bolts may be small or large.

N. New cabinet hinges are shiny.

O. Fire extinguishers are usually red.

P. Pliers and screwdrivers are helpful around the house.

Q. The old wooden yardstick felt rough.

R. Rules are necessary when measuring accurately.

S. Jackhammers are very loud.

T. The old whisk broom was dirty.

U. Diesel fuel can be expensive.

V. The choke valve on the car was stuck.

W. This electric soldering iron is brand new.

X. Carburetors may be complicated.

Y. Crankshafts may be horizontal or vertical.

Z. Fuel tanks can be dangerous.

AA. The cylinders were round.

BB. Spark plugs are necessary.

CC. The exhaust system is not clogged.

DD. Ignition systems can be hot in the summer sun.

COMPLEMENTS
UNIT II

ASSIGNMENT SHEET #3--WRITE SENTENCES CONTAINING OBJECT COMPLEMENTS

NAME ______________________________ SCORE ______________

Object complements describe or rename the object of a sentence. Object complements follow certain action verbs and may be nouns, pronouns, or adjectives.

PART I

Write ten sentences in the space below, each containing one object complement. Circle the object complement in each sentence.

EXAMPLE: The students in my CVET class painted the study hall white.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

ASSIGNMENT SHEET #3

J. ____

____

PART II

Distinguish between object complements and subject complements in the following sentences. Write an "O" in the blank before sentences in which the underlined word is an object complement. Write an "S" in the blank before sentences in which the underlined word is a subject complement.

______A. Henry called him a traitor.

______B. Henry is a traitor.

______C. Our teacher is always happy.

______D. We made our teacher happy.

______E. The class painted the automobile green.

______F. The automobile was painted green.

______G. Our best mechanics are Bruce and Oliver.

______H. The rescue party found the lost hiker alive.

______I. The lost hiker was found alive.

______J. We considered her an example.

______K. The fruit tasted bitter.

______L. Many people call children kids.

______M. Children are often called kids.

______N. Natalie may become president.

______O. The spaghetti seemed overcooked.

COMPLEMENTS
UNIT II

ASSIGNMENT SHEET #4--WRITE SENTENCES CONTAINING DIRECT OBJECTS

NAME ______________________________ SCORE ______________

Direct objects receive the action of a verb. They also answer *what* or *whom* about a verb and follow an action verb.

PART I

Underline each verb in the following sentences. Then write the initials *D.O.* over each direct object.

(NOTE: Some sentences may contain more than one direct object.)

D.O. D.O.

EXAMPLE: Robin tasted the bread and cookies.

A. Kim ironed a shirt.

B. Tracy read several magazines about motorcycles.

C. Marvin called the grocery store.

D. Robin saw many sizes and colors.

E. John and his father visited the shop.

F. They saw many new makes and models.

G. He bought a saw, hammer, and nails.

H. Ms. Jones operated the machine for us.

I. Tom took the baby to the nursery.

J. Jerry caught a two-pound bass.

K. Beth and I checked the worksheet.

L. We explained it to the entire class.

M. David will get the tools for you.

N. Some people spoil their chances in school.

O. The girls hid the ball peen hammers from the boys.

P. Few people hire applicants immediately.

Q. She asked an interesting question.

R. He always wears his safety goggles.

ASSIGNMENT SHEET #4

S. The police officer gave me a parking ticket.

T. The teacher taught the classes.

PART II

Write the initials D.O. over each direct object that refers to students' interests in the following sentences.

(NOTE: Some sentences may contain more than one direct object.)

EXAMPLE: *Jack read a $\overset{D.O.}{\text{book}}$ about A-frame houses.*

A. My whole family likes music.

B. Bernice ate strawberry-nut ice cream for breakfast.

C. Jeff likes Shiela, Kathy, and Ann.

D. The high school majorettes enjoyed the party.

E. Milly showed her ring to Mrs. King.

F. The seamstress made a beautiful new dress.

G. Mr. Boydston left the class early.

H. The students enjoyed the field trip.

I. Everybody played ball after school.

J. Father cooked hamburgers for the children.

K. Mike and Kelly both wore red jackets and rode large motorcycles.

L. Lisa and her friends made chocolate chip cookies.

M. The CVET class painted the gym pale yellow.

N. The junior class made money yesterday when they sold pizza.

O. We played bingo at the carnival.

P. Bob Hope plays golf every day.

Q. The varsity cheerleaders led the team.

R. The class sponsors chaperoned the trip and paid our expenses.

S. Mrs. Arkon, our principal, released the students early.

T. The shop teacher took the class on a field trip.

ASSIGNMENT SHEET #4

PART III

Write your own sentences containing direct objects. Relate these sentences to your vocational training. Write the initials *D.O.* over each direct object in your sentences. Underline each verb.

EXAMPLE: Lucy and Kevin sanded the $\overset{\text{D.O.}}{\text{cabinets}}$ and applied a $\overset{\text{D.O.}}{\text{sealant.}}$

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________

COMPLEMENTS
UNIT II

ASSIGNMENT SHEET #5--WRITE SENTENCES CONTAINING INDIRECT OBJECTS

NAME______________________________ SCORE______________

Indirect objects tell *to whom or for whom* the action is done. To find the indirect object, first find the verb and the direct object. Then ask *to whom or for whom.*

PART I

Write the initials I.O. over each indirect object in the following sentences. Underline each direct object.

EXAMPLE: Susan gave $\overset{\text{I.O.}}{\text{me}}$ a book about antique automobiles.

A. Casey gave us the assignment for tomorrow.

B. Give Mr. Andrews your worksheet.

C. I loaned my brother two dollars.

D. Did you give Mrs. Barnes your recipe?

E. Hand me a pencil, please.

F. The shop workers gave Mr. Shoemaker a party.

G. We sent our neighbor a postcard.

H. The seamstress made Mrs. Flannary a new dress.

I. Dr. Jackson found Teresa a job.

J. The store owner allowed his customer a discount.

PART II

Write your own sentences containing indirect objects. Write sentences about your hobbies or interests. Mark the indirect objects in your sentences with an *I.O.*

EXAMPLE: Please send $\overset{\text{I.O.}}{\text{me}}$ the catalog item listed on page 1142.

A. ____

B. ____

ASSIGNMENT SHEET #5

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

COMPLEMENTS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1-- Evaluated to the satisfaction of the instructor

Assignment Sheet #2-- Parts I-III--Evaluated to the satisfaction of the instructor

PART IV

A. tool; wrench
B. boy; Bob
C. Cooking; activity
D. Jane; student
E. Eloise; head
F. Harvey; carpenter
G. Kelly; leader
H. director; Mr. Black
I. Careers; jobs
J. Daphne; student
K. Motorcycles; machines
L. Japan; exporter
M. rules; tools
N. Hill climbing; sport
O. Fishing; sport
P. Golf; hobby
Q. Printing; hobby
R. Football, basketball; pastimes
S. Soccer; game
T. players; people
U. home; building
V. Cafes, restaurants; places
W. He; teacher
X. She; welder
Y. officials; people
Z. Fire fighters; officials
AA. center; place
BB. Doctors, nurses; people
CC. I; builder
DD. She; student

PART V

A. instructor; helpful
B. She; good
C. picnic; fun
D. It; important, nice
E. Welding; difficult
F. windows; black
G. building; dark
H. icing; good
I. milk; sour
J. Mr. Smith; funny

ANSWERS TO ASSIGNMENT SHEETS

K. hammer; heavy

L. blades; sharp

M. Bolts; small, large

N. hinges; shiny

O. Fire extinguishers; red

P. Pliers, screwdrivers; helpful

Q. yardstick; rough

R. Rules; necessary

S. Jackhammers; loud

T. whisk broom; dirty

U. fuel; expensive

V. valve; stuck

W. soldering iron; new

X. Carburetors; complicated

Y. crankshafts; horizontal, vertical

Z. tanks; dangerous

AA. cylinders; round

BB. Spark plugs; necessary

CC. system; clogged

DD. systems; hot

Assignment sheet #3

PART I -- Evaluated to the satisfaction of the instructor

PART II

A. O

B. S

C. S

D. O

E. O

F. S

G. S

H. O

I. S

J. O

K. S

L. O

M. S

N. S

O. S

Assignment Sheet #4

PART I

A. ironed; shirt

B. read; magazines

C. called; store

D. saw; sizes, colors

E. visited; shop

F. saw; makes, models

G. bought; saw, hammer, nails

H. operated; machine

ANSWERS TO ASSIGNMENT SHEETS

I. took; baby

J. caught; bass

K. checked; worksheet

L. explained; it

M. will get; tools

N. spoil; chances

O. hid; hammers

P. hire; applicants

Q. asked; question

R. wears; goggles

S. gave; ticket

T. taught; classes

PART II

A. music

B. ice cream

C. Shiela, Kathy, Ann

D. party

E. ring

F. dress

G. class

H. trip

I. ball

J. hamburgers

K. jackets, motorcycles

L. cookies

M. gym

N. money, pizza

O. bingo

P. golf

Q. team

R. trip, expenses

S. students

T. class

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

PART I

A. us; assignment

B. Mr. Andrews; worksheet

C. brother; dollars

D. Mrs. Barnes; recipe

E. me; pencil

F. Mr. Shoemaker; party

G. neighbor; postcard

H. Mrs. Flannary; dress

I. Teresa; job

J. customer; discount

PART II--Evaluated to the satisfaction of the instructor

COMPLEMENTS
UNIT II

TEST

NAME________________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Word that completes the meaning of the verb (*direct* and *indirect objects*), the subject *(subject complement)*, or the object (*object complement)*

_____b. Noun, pronoun, or adjective that follows certain action verbs and describes or renames the object of a sentence

_____c. Subject complement that renames the subject of a sentence

_____d. Subject complement that describes the subject of a sentence

_____e. Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows

_____f. Verb that helps make a statement by linking the subject to a noun, pronoun, or adjective that follows; shows no action

_____g. Noun, pronoun, or adjective that follows a linking verb and describes or renames the subject of a sentence

_____h. Verb that shows action

_____i. Word that receives the action of the verb; answers *what* or *whom* about the verb; follows an action verb

_____j. Word that tells *to whom* or *for whom* the action of the verb is done; always comes before a direct object

1. Linking verb
2. Direct object
3. Action verb
4. Subject complement
5. Predicate noun
6. Object complement
7. Verb
8. Predicate adjective
9. Complement
10. Indirect object

TEST

2. Select from the following list characteristics of complements. Write an "X" in the blank before each correct answer.

_____a. Complete the meaning of the preposition

_____b. Complete the meaning of the verb, the subject, or the object

_____c. May be nouns, pronouns, or adjectives

_____d. May be nouns, pronouns, or adverbs

_____e. May be only one in a sentence

_____f. May be more than one in a sentence

3. Name types of complements.

a. ____

b. ____

c. ____

d. ____

4. Identify subject complements in the following sentences. Underline each subject complement.

a. Marty will be my partner.

b. That building is the school.

c. It is he.

d. She looks beautiful.

e. The shirt is red and blue.

5. Identify the object complements in the following sentences. Underline each object complement.

a. They hung the picture crooked.

b. The prom committee made the gym beautiful.

c. My friend calls his dog "Muppet."

d. The judges thought her intelligent.

e. The students found the lecture boring.

TEST

6. Label the direct objects in the following sentences. Write a *D.O.* above each direct object.

   a. Clint nailed the nails into the wall.

   b. Mr. Ledford invited you and me to the banquet.

   c. He bought one of the new carburetors.

   d. I shifted the car into reverse.

   e. All of the teachers took home two projects and one grade book.

7. Label the indirect objects in the following sentences. Write an *I.O.* above each indirect object.

   a. The plumber handed me the bill.

   b. Freddie sent Doris a birthday cake.

   c. His father gave Sam a car.

   d. My courses taught me carpentry skills.

   e. Ruth sold Jennifer a quilt.

(NOTE: Test questions 8-12 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Write sentences containing complements.

9. Write sentences containing subject complements.

10. Write sentences containing object complements.

11. Write sentences containing direct objects.

12. Write sentences containing indirect objects.

COMPLEMENTS
UNIT II

ANSWERS TO TEST

1. a. 9
   b. 6
   c. 5
   d. 8
   e. 7
   f. 1
   g. 4
   h. 3
   i. 2
   j. 10

2. b, c, f

3. a. Subject complement
   b. Object complement
   c. Direct object
   d. Indirect object

4. a. partner
   b. school
   c. he
   d. beautiful
   e. red, blue

5. a. crooked
   b. beautiful
   c. Muppet
   d. intelligent
   e. boring

6. a. nails
   b. you, me

ANSWERS TO TEST

   c. one

   d. car

   e. projects, book

7. a. me

   b. Doris

   c. Sam

   d. me

   e. Jennifer

8. Evaluated to the satisfaction of the instructor

9. Evaluated to the satisfaction of the instructor

10. Evaluated to the satisfaction of the instructor

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

COMMAS
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to apply the rules of punctuation for the comma. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select from a list comma punctuation rules.
3. Write commas in sentences that list items in a series.
4. Write commas in compound sentences joined by a conjunction.
5. Write commas in sentences containing single-word introductory words.
6. Write commas in sentences containing introductory word groups.
7. Write commas in sentences containing appositives.
8. Write commas in sentences containing parenthetical expressions.
9. Write commas in sentences containing dates and addresses.
10. Write commas after letter greetings and closings.
11. Write commas in sentences that contain names followed by abbreviated titles.
12. Write commas in sentences containing words in direct address.
13. Write commas in sentences containing dialog.

COMMAS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Tell students that when they are in doubt about using a comma, leave it out.

   F. Tell students that commas are used in sentences to prevent misreading or confusion.

   G. Discuss the rules of punctuation for commas. It is important that students understand each one.

   H. Discuss parenthetical expressions with the students. Tell them that there are many other parenthetical expressions not listed in this unit.

   I. Refer to a grammar textbook for additional information about the use of the comma. A grammar textbook may provide supplementary material.

   J. Teach this unit slowly. Discuss only one or two comma rules, and work only one or two assignment sheets per class period.

   K. Give test.

   L. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Write Commas in Sentences That List Items in a Series

      2. Assignment Sheet #2--Write Commas in Compound Sentences Joined by a Conjunction

SUGGESTED ACTIVITIES

3. Assignment Sheet #3--Write Commas in Sentences Containing Single-Word Introductory Words

4. Assignment Sheet #4--Write Commas in Sentences Containing Introductory Word Groups

5. Assignment Sheet #5--Write Commas in Sentences Containing Appositives

6. Assignment Sheet #6--Write Commas in Sentences Containing Parenthetical Expressions

7. Assignment Sheet #7--Write Commas in Sentences Containing Dates and Addresses

8. Assignment Sheet #8--Write Commas After Letter Greetings and Closings

9. Assignment Sheet #9--Write Commas in Sentences That Contain Names Followed by Abbreviated Titles

10. Assignment Sheet #10--Write Commas in Sentences Containing Words in Direct Address

11. Assignment Sheet #11--Write Commas in Sentences Containing Dialog

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Christ, Henry I. *Modern English In Action*, Teacher's ed. Lexington, Massachusetts: D. C. Heath and Company, 1978.

B. Warriner, John E., Mary E. Whitten, and Joseph C. Blumenthal. *English Grammar and Composition*. New York: Harcourt Brace Jovanovich, Inc., 1977.

C. Warriner, John E., Mary E. Whitten, and Joseph C. Blumenthal. *English Workshop*. New York: Harcourt Brace Jovanovich, Inc., 1977.

COMMAS
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Appositive--Word or group of words following a noun or pronoun; describes the noun or pronoun

B. Compound sentence--Sentence composed of two or more independent clauses joined by a conjunction or a semicolon

C. Conjunction--Word that joins independent clauses in a compound sentence

D. Direct address--Speaking directly to particular person in a sentence

E. Independent clause--Group of words in a sentence capable of standing alone as a sentence

F. Introductory word(s)--Word or words that introduce sentence

G. Parenthetical expression--Added thought, information, or explanation that interrupts the core sentence

H. Series--Items listed one after the other in a sentence

II. Comma punctuation rules (Assignment Sheets #1-#11)

A. Use to separate items in a series

EXAMPLE: I fixed baseboards, cabinets, and doors.

B. Use before a conjunction that joins independent clauses in a compound sentence

(NOTE: Conjunctions are words such as *and, but, or, for, nor,* and *yet.*)

EXAMPLE: Ralph sharpened the saw, *and* Thomas adjusted the blades.)

C. Use after single-word introductory words that begin a sentence

EXAMPLES: Well, I didn't know he had quit school.

Yes, I would like to work on your project with you.

D. Use after introductory word groups that come before the core sentence

EXAMPLES: *Because she had studied well*, Jeanetta got an "A" on the test.

Hearing some rattles, we stopped the car to check for a problem.

INFORMATION SHEET

E. Use before and after an appositive

(NOTE: An appositive is a word or group of words that follows and renames or describes a noun or pronoun.)

EXAMPLE: Mr. Henson, *the school superintendent*, visited our CVET class.
Mr. Henson = noun
the school superintendent = appositive

F. Use before and after a parenthetical expression

(NOTE: Parenthetical expressions are added thoughts that interrupt the main sentence.)

EXAMPLES: My dad, *I believe*, will let me drive the car tonight.

That answer, *in my opinion*, is an excellent one.

My sister, *of course*, was surprised.

G. Use after each part of an address or date consisting of two or more parts when written in a sentence

(NOTE: The month followed by the day, the street number and street name, and the state followed by a zip code are each considered one part; a comma does not separate them.)

EXAMPLE: A letter addressed on May 10, 1981, 155 Duchess Avenue, Anytown, Ohio 45420, was lost.

H. Use to set off words in direct address

EXAMPLES: Bob, do you know where I put my hammer?
I know, Jenny, that you dislike spinach.

I. Use after the greeting and closing of a letter

EXAMPLES: Dear Susan,
Yours truly,

J. Use before and after abbreviated titles within sentences

EXAMPLES: Tom Murray, Jr., came to the construction site.
Maureen Thomas, M.D., is our family doctor.

INFORMATION SHEET

K. Use before, after, and to set off material in quotation marks (dialog)

(NOTE: Commas and periods fall *inside* quotation marks.)

EXAMPLES: The teacher said,"Tomorrow is a holiday." (before)

"Tomorrow is a holiday," the teacher said. (after)

"Tomorrow," the teacher said, "is a holiday." (set off)

COMMAS
UNIT III

ASSIGNMENT SHEET #1--WRITE COMMAS IN SENTENCES THAT LIST ITEMS IN A SERIES

NAME ____________________ SCORE ____________

Use commas to separate items in a series.

PART I

Write commas in the following sentences to separate items written in a series.

EXAMPLE: Please don't talk, chew gum, or take pictures during this performance.

A. You will be required to read short stories plays poems and essays.

B. We painted the house put up the walls poured the concrete and plastered the rooms.

C. I did not know where you were how you were or when you would return.

D. I bought material thread pins needles and patterns for my home ecomonics project.

E. Sara Kim Sandy Peggy and I baked the chicken for the banquet.

F. Jefferson played baseball football and basketball.

G. Mother bakes custards pies cakes and cookies.

H. I bought spark plugs air filters gasoline filters and jumper cables for the auto mechanics class.

I. Pine trees produce lumber charcoal creosote turpentine and rosin.

J. Iced tea juice lemonade and punch were taken on the picnic.

PART II

Write your own sentences containing items written in a series. Separate those items with a comma. Relate your sentences to your vocational class.

A. ____________________

____

B. ____________________

____

C. ____________________

____

ASSIGNMENT SHEET #1

D.

E.

F.

G.

H.

I.

J.

COMMAS
UNIT III

ASSIGNMENT SHEET #2–WRITE COMMAS IN COMPOUND SENTENCES JOINED BY A CONJUNCTION

NAME ____________________________ SCORE ______________

Always use a comma before a conjunction that joins independent clauses in a compound sentence.

PART I

Write commas before the conjunctions in the following sentences.

EXAMPLE: I enjoy working with my hands, and you enjoy working with your head.

A. Ralph must have passed this way but I did not see him.

B. I will go to town to get the supplies but I will not pay for them.

C. She threw the burned cake into the garbage can and her mother helped her bake another cake.

D. All of us went to CVET class but Jerry went to the gym.

E. The stream beds that had been dry came to life and the soil became green with grass and bright with flowers

F. The rivers rose with water and the waters flooded the town.

G. Brian changed the oil and Carla washed the car.

H. Either the gift was lost in the mail or she has forgotten to thank me.

I. He did not come to my birthday party nor did he bother to answer the invitation.

J. Circular saws are made in a large variety of types and they come in many different sizes.

K. A compass is an instrument used for drawing circles and a T-square is an instrument used to draw straight lines.

L. Sally went to the play but Jane went to a movie.

PART II

Write your own compound sentences. Write the comma in the correct position.

A. ____

____

B. ____

____

ASSIGNMENT SHEET #2

C. ____________________

____

D. ____________________

____

E. ____________________

____

F. ____________________

____

G. ____________________

____

H. ____________________

____

I. ____________________

____

J. ____________________

____

COMMAS
UNIT III

ASSIGNMENT SHEET #3–WRITE COMMAS IN SENTENCES CONTAINING SINGLE-WORD INTRODUCTORY WORDS

NAME ______________________ SCORE ____________

Single introductory words such as *well, yes, no, why, therefore, also,* and *so* need to be set off with a comma when they introduce a sentence.

PART I

Write commas after introductory words in the following sentences.

EXAMPLE: Also, you must remember to put away all tools and equipment.

A. Well I tried to paint the rafters.

B. No I am not going to the party.

C. Yes I bought the supplies for our project.

D. So I will be glad to help you.

E. Why I didn't know she was involved in a car wreck.

F. Also I have not answered her letter.

G. Why surely you haven't forgotten already.

H. Therefore falcons can be trained to become hunters.

I. Yes a sawhorse is two feet high.

J. Well I hope I pass the test.

PART II

Write your own sentences containing the introductory words *well, yes, no, why, therefore, also,* and *so.* Relate your sentences to a hobby or interest of yours.

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

ASSIGNMENT SHEET #3

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

COMMAS
UNIT III

ASSIGNMENT SHEET #4-WRITE COMMAS IN SENTENCES CONTAINING INTRODUCTORY WORD GROUPS

NAME ______________________ SCORE ____________

Use commas after introductory word groups that come before the main sentence.

PART I

Write commas after introductory word groups in the following sentences.

EXAMPLE: When I was a little girl, I enjoyed catching snakes.

A. During the thunderstorm lightning hit our garage.

B. After a good night's sleep I felt peppy.

C. Because I enjoy shop I never miss a class.

D. Although she likes candy she never eats chocolates.

E. On a very clear day the ranger can see four states from his tower.

F. If I were the principal I would allow all students one hour for lunch.

G. When the ice storm came our power went off.

H. At the age of ten I won the top 4-H award.

I. As the librarian looked over his records he discovered that one book was ten years overdue.

J. Behind the enormous desk six-foot Mr. Toby looked very small.

PART II

Write your own sentences containing introductory word groups. Be sure to write a comma after each introductory word group.

A. ______________________________

____

B. ______________________________

____

ASSIGNMENT SHEET #4

C. ____

____

D. ____

____

E. ____

____

F. ____

____

G. ____

____

H. ____

____

I. ____

____

J. ____

____

COMMAS
UNIT III

ASSIGNMENT SHEET #5--WRITE COMMAS IN SENTENCES CONTAINING APPOSITIVES

NAME ______________________ SCORE ____________

Use a comma before and after an appositive.

PART I

Write commas before and after the appositives in the following sentences.

EXAMPLE: My father, a young-looking man, turned seventy-eight yesterday.

A. My brother the thinker in our family enrolled in physics and chemistry.

B. The Crosstown Reunion a big annual picnic was held one night last week.

C. The house a large mansion was built in 1890.

D. John one of our scientific geniuses blew the fuses on the lights.

E. A truck one carrying 4 tons of gravel tipped over on Indian Nation Turnpike.

F. Chisels especially those carried on construction jobs are quite short.

G. Fritz a skilled welder did this work.

H. Tennis a lively game is fun to play.

I. Rita an extremely talented girl won the woodworking prize at our school.

J. Snorky my little cocker spaniel barked at our neighbor's cat.

PART II

Write sentences in which you use the following words as appositives. Be sure to place commas where they are needed.

A. *my neighbor* ______________________________

____

B. *the teacher* ______________________________

____

C. *our high school* ______________________________

____

ASSIGNMENT SHEET #5

D. *CVET class* ______________________________

____

E. *cooking class* ______________________________

____

F. *the maintenance crew* ______________________________

____

G. *my hobby* ______________________________

____

H. *cars and trucks* ______________________________

____

I. *school events* ______________________________

____

J. *hammers* ______________________________

____

COMMAS
UNIT III

ASSIGNMENT SHEET #6--WRITE COMMAS IN SENTENCES CONTAINING PARENTHETICAL EXPRESSIONS

NAME ______________________________ SCORE ______________

Use a comma before and after a parenthetical expression.

PART I

Write commas before and after the parenthetical expressions in the following sentences.

EXAMPLE: Comma rules, according to my teacher, are easy to remember.

A. Mules in my opinion are not stupid at all.

B. Some squirrels for example can glide from one tree to another.

C. CVET I think is an enjoyable class to take while in high school.

D. Summer in my opinion is a season of the year that people enjoy most.

E. My dad of course will let me go to summer camp.

F. He did not in fact keep his promise.

G. My grades for example will improve this year.

H. My father on the other hand is an authority on fishing.

I. Every high school girl I am sure likes to talk on the telephone.

J. It was Dad I believe that set the time limit.

PART II

Write your own sentences containing parenthetical expressions. Be sure to write a comma before and after each expression.

A. ____

____

B. ____

____

C. ____

____

ASSIGNMENT SHEET #6

D. ____

____

E. ____

____

COMMAS
UNIT III

ASSIGNMENT SHEET #7--WRITE COMMAS IN SENTENCES CONTAINING DATES AND ADDRESSES

NAME ______________________________ SCORE ______________

Use a comma after each part of a date or address consisting of two or more parts when written in a sentence.

PART I

Write commas in the following sentences that contain dates and addresses.

EXAMPLE: My brother lives at 33 Laurel Lane, Warren, Rhode Island 14802.

A. My mailing address is 601 N.W. J Street Stilwell Oklahoma.

B. Gladys mailed the letter on May 10 1981 and it did not arrive until July 3 1981.

C. Sheila lives on Mimosa Drive, but Kathy lives at 1011 Jay Street Perry Oklahoma 73077.

D. The package from San Jose California was sent January 12 1980.

E. The letter addressed to 1425 Yucca Street was forwarded to Austin Texas after a delay of several days.

F. Mr. Cummings may be reached at 4350 Meadow Brook Road Keota Oklahoma or at 6350 Janson Street Miami Florida.

G. Timothy wrote a letter to the General Electric Company Schenectady New York to obtain information about small engines.

H. Free information about pipe fitting jobs can be obtained from L. S. Starrett Company Crescent Street Athol Massachusetts 01331.

I. On November 7 1907 Oklahoma became a state.

J. Guthrie Oklahoma was the first capital of the state.

PART II

Write ten sentences containing the addresses of your friends, your teachers, and local businesses. Be sure to write commas in the correct places.

A. ____

____

ASSIGNMENT SHEET #7

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

COMMAS
UNIT III

ASSIGNMENT SHEET #8--WRITE COMMAS AFTER LETTER GREETINGS AND CLOSINGS

NAME ______________________________ SCORE ______________

Use a comma after the greeting and the closing of a letter.

PART I

Write a comma in the correct place for each of the following letter greetings and closings.

EXAMPLE: Dear John,

A. Dear Sis
B. Sincerely yours
C. My dearest friend
D. Truly yours
E. With best wishes
F. Dear Uncle Harry
G. Hi Aunt Alice
H. Sincerely
I. Dear Sara
J. Respectfully

PART II

Write a brief letter to a friend or relative. Be sure to write all commas in their correct places.

COMMAS
UNIT III

ASSIGNMENT SHEET #9--WRITE COMMAS IN SENTENCES THAT CONTAIN NAMES FOLLOWED BY ABBREVIATED TITLES

NAME ______________________________ SCORE ______________

Use a comma before and after abbreviated titles within sentences.

In the following sentences, write commas after names followed by abbreviated titles.

EXAMPLE: Jed Wilson, Ph.D, is my advisor.

A. The letter was signed Joanna H. Smithson M.D.

B. Allen Davis Ph.D. graduated with top honors.

C. Mike Craig Sr. was elected the new president of the Rotary Club.

D. Bill Watkins Jr. was nominated for the office of president of our Future Farmers of America chapter.

E. CVET was taught by Bill Hammons Sr.

F. The bill was paid by Carol Ferrara M.D.

G. Cards were sent to Mr. R. J. Crakenberry Esq.

H. Martin Luther King Jr. was a leader for civil rights.

I. My dentist's name is Dr. Tom Waters D.D.S.

J. Sally wanted to date Ray Bailey Jr.

COMMAS
UNIT III

ASSIGNMENT SHEET #10--WRITE COMMAS IN SENTENCES CONTAINING WORDS IN DIRECT ADDRESS

NAME ______________________________ SCORE ________________

Use commas to set off words in direct address.

PART I

Write commas to set off the words in direct address in the following sentences.

EXAMPLE: Jenks, will you hold this piece of lumber in place, please?

A. Bob will you buy some new hammers for our carpentry class?

B. That program Janice has been changed.

C. Miss Nelson may I leave class early?

D. Please answer the telephone Barbara.

E. Linda why did you call the telephone business office?

F. The pictures Anderson were drawn by my great-grandfather.

G. Do you remember Patty the date that Pearl Harbor was bombed?

H. Mr. President I move that we adjourn our meeting.

I. What is the answer to this question Anna?

J. Teresa please rework this unit of writing.

PART II

Write your own sentences containing words in direct address. Be sure to write commas in the correct places.

A. ____

____

B. ____

____

ASSIGNMENT SHEET #10

C. ____

____

D. ____

____

E. ____

____

COMMAS
UNIT III

ASSIGNMENT SHEET #11--WRITE COMMAS IN SENTENCES CONTAINING DIALOG

NAME ______________________________ SCORE ______________

Use commas before, after, and to set off material in quotation marks (dialog).

Write commas to set off the dialog in the following sentences.

EXAMPLE: "Nine o'clock would be a good time for the interview," the secretary said.

A. "Thank you" replied Nina.

B. "When I raise the sofa" said Mark "you pull out the rug."

C. "Used car prices generally rise in the spring" moaned Kate.

D. Mother said "Don't set that hot pan on the table."

E. "As soon as I began to speak" Susan said "my nervousness disappeared."

F. "Don't operate that broken machine" the instructor warned.

G. Jill remarked "The pay for the job is very generous."

H. The teacher explained "Sixteen ounces equals one pound."

I. "Yes" replied Jason "and twelve inches equals one foot."

J. "Our records show that you checked out the book on May 14" said the librarian.

COMMAS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. stories, plays, poems, and essays

B. house, walls, concrete, and plastered

C. were, were, or when

D. material, thread, pins, needles, and patterns

E. Sara, Kim, Sandy, Peggy, and I

F. baseball, football, and basketball

G. custards, pies, cakes, and cookies

H. spark plugs, air filters, gasoline filters, and jumper cables

I. lumber, charcoal, creosote, turpentine, and rosin

J. tea, juice, lemonade, and punch

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

PART I

A. way, but

B. supplies, but

C. can, and

D. class, but

E. life, and

F. water, and

G. oil, and

H. mail, or

I. party, nor

J. types, and

K. circles, and

L. play, but

PART II--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

PART I

A. Well, I
B. No, I
C. Yes, I
D. So, I
E. Why, I
F. Also, I
G. Why, surely
H. Therefore, falcons
I. Yes, a
J. Well, I

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

PART I

A. During the thunderstorm, lightning
B. After a good night's sleep, I
C. Because I enjoy shop, I
D. Although she likes candy, she
E. On a very clear day, the
F. If I were the principal, I
G. When the ice storm came, our
H. At the age of ten, I
I. As the librarian looked over his records, he
J. Behind the enormous desk, six-foot

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

PART I

A. brother, the thinker in our family, enrolled
B. Reunion, a big annual picnic, was
C. house, a large mansion, was
D. John, one of our scientific geniuses, blew

ANSWERS TO ASSIGNMENT SHEETS

E. truck, one carrying 4 tons of gravel, tipped

F. Chisels, especially those carried on construction jobs, are

G. Fritz, a skilled welder, did

H. Tennis, a lively game, is

I. Rita, an extremely talented girl, won

J. Snorky, my little cocker spaniel, barked

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #6

PART I

A. mules, in my opinion, are

B. squirrels, for example, can

C. CVET, I think, is

D. Summer, in my opinion, is

E. dad, of course, will

F. not, in fact, keep

G. grades, for example, will

H. father, on the other hand, is

I. girl, I am sure, likes

J. Dad, I believe, that

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #7

PART I

A. J Street, Stilwell, Oklahoma

B. 10, 1981, 3, 1981

C. Street, Perry, Oklahoma

D. San Jose, California, 12, 1980

E. Austin, Texas, after

ANSWERS TO ASSIGNMENT SHEETS

F. Road, Keota, Oklahoma, Street, Miami, Florida

G. Company, Schenectady, New York, to

H. Company, Street, Athol, Massachusetts

I. 7, 1907, Oklahoma

J. Guthrie, Oklahoma, was

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #8

PART I

A. Sis,

B. yours,

C. friend,

D. yours,

E. wishes,

F. Harry,

G. Alice,

H. Sincerely,

I. Sara,

J. Respectfully,

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #9

A. Smithson, M.D.

B. Davis, Ph.D., graduated

C. Craig, Sr., was

D. Watkins, Jr., was

E. Hammons, Sr.

F. Ferrara, M.D.

G. Crakenberry, Esq.

H. King, Jr., was

I. Waters, D.D.S.

J. Bailey, Jr.

Assignment Sheet #10

PART I

A. Bob, will

B. program, Janice, has

C. Nelson, may

D. telephone, Barbara

E. Linda, why

F. pictures, Anderson, were

G. remember, Patty, the

H. Mr. President, I

I. question, Anna

J. Teresa, please

ANSWERS TO ASSIGNMENT SHEETS

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #11

A. you," replied

B. sofa," said Mark, "you

C. spring," moaned

D. said, "Don't

E. speak," Susan said, "my

F. machine," the

G. remarked, "The

H. explained, "Sixteen

I. Yes," replied Jason, "and

J. 14," said

COMMAS
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Word or words that introduce sentence

______b. Speaking directly to particular person in a sentence

______c. Added thought, information, or explanation that interrupts the core sentence

______d. Word that joins independent clauses in a compound sentence

______e. Items listed one after another in a sentence

______f. Word or group of words following a noun or pronoun; describes the noun or pronoun

______g. Sentence composed of two or more independent clauses joined by a conjunction or a semicolon

______h. Group of words in a sentence capable of standing alone as a sentence

1. Direct address
2. Series
3. Conjunction
4. Appositive
5. Parenthetical expression
6. Introductory word(s)
7. Independent clause
8. Compound sentence

2. Select from the following list comma punctuation rules. Write an "X" in the blank before each correct answer.

______a. Use to separate items in a series

______b. Use before a conjunction that joins independent clauses in a compound sentence

______c. Use after single-word introductory words that begin a sentence

______d. Use after introductory word groups that come before the core sentence

______e. Use before an appositive

______f. Use before and after an appositive

______g. Use before and after a parenthetical expression

______h. Use after each part of an address or date consisting of two or more parts when written in a sentence

______i. Use to set off words in direct address

TEST

_____j. Use after only the greeting of a letter

_____k. Use after the greeting and a closing of a letter

_____l. Use before and after abbreviated titles within sentences

_____m. Use before, after, and to set off material in quotation marks (dialog)

3. Write commas in the following sentences that list items in a series.

   a. Workers in a garment factory make dresses sweaters hose socks gloves and shirts from various materials.

   b. A pipe fitter does such jobs as bend pipes weld joints and make joints.

   c. Pipe fitters use wrenches reamers drills braces bits hammers chisels and other hand tools.

4. Write commas in the following compound sentences joined by a conjunction.

   a. A plane is a tool for smoothing boards and it is also used for smoothing other wood surfaces.

   b. Check your suitcases at the airport or Frank will carry your packages.

5. Write commas in the following sentences containing single-word introductory words.

   a. Yes I painted the doors.

   b. No I did not put the dishes in the dishwasher.

   c. Well this was my idea.

   d. Why what a surprise!

6. Write commas in the following sentences containing introductory word groups.

   a. After I sharpened the saw it worked much better.

   b. Before I can grade this composition you need to revise it.

   c. During second period shop class we saw a filmstrip on safety.

   d. Because they like dogs they own three of them.

   e. During our afternoon class the teacher told us how to apply for a social security card.

TEST

7. Write commas in the following sentences containing appositives.

   a. Mr. Tucker our CVET instructor told us to refinish the baseboards.

   b. Hannibal a daring general led his troops across the Alps.

   c. My brother the one with the red hair is very even-tempered.

8. Write commas in the following sentences containing parenthetical expressions.

   a. The girls in Home Economics II on the other hand voted for Ruth.

   b. This book is I think the best book I have ever read.

   c. Telling the truth in my opinion is the best policy.

9. Write commas in the following sentences containing dates and addresses.

   a. On October 9 1981 you may have seen a football game on television.

   b. Mr. Sawyer may be reached at 1120 South Brooks Road Hobart Oklahoma 74372.

   c. The letter addressed to 1425 Pecan Lane Okmulgee Oklahoma 74410 was dated April 10 1981.

10. Write commas after the following letter greetings and closings.

    a. Dear Susan

    b. Truly yours

    c. Sincerely yours

    d. Dear Uncle Josh

11. Write commas in the following sentences that contain names followed by abbreviated titles.

    a. Robert T. Allen Jr. came to carpentry class ready to work.

    b. Alice T. Waters M.D. graduated from St. Francis Medical Academy.

    c. Joseph B. Crittendon Sr. bought the Ollie Lumber Company.

12. Write commas in the following sentences containing words in direct address.

    a. Lewis does a pressure cooker have a safety valve?

    b. Uncle John will you please call the plumber?

    c. Joan what a clever remark!

TEST

13. Write commas in the following sentences containing dialog.

    a. David said "I will call you at eight tonight."

    b. "I will call you at eight tonight" David said.

    c. "I will call you" said David "at eight tonight."

COMMAS
UNIT III

ANSWERS TO TEST

1. a. 6
   b. 1
   c. 5
   d. 3
   e. 2
   f. 4
   g. 8
   h. 7

2. a, b, c, d, f, g, h, i, k, l, m

3. a. dresses, sweaters, hose, socks, gloves, and
   b. pipes, joints, and
   c. wrenches, reamers, drills, braces, bits, hammers, chisels, and

4. a. boards, and
   b. airport, or

5. a. Yes, I
   b. No, I
   c. Well, this
   d. Why, what

6. a. After I sharpened the saw, it
   b. Before I can grade this composition, you
   c. During second period shop class, we
   d. Because they like dogs, they
   e. During our afternoon class, the

7. a. Tucker, our CVET instructor, told
   b. Hannibal, a daring general, led
   c. brother, the one with the red hair, is

ANSWERS TO TEST

8. a. Home Ecomonics II, on the other hand, voted
   b. is, I think, the
   c. truth, in my opinion, is

9. a. 9, 1981, you
   b. Road, Hobart, Oklahoma
   c. Lane, Okmulgee, 74410, 10, 1981

10. a. Susan,
    b. yours,
    c. yours,
    d. Josh,

11. a. Allen, Jr., came
    b. Waters, M.D., graduated
    c. Crittendon, Sr., bought

12. a. Lewis, does
    b. John, will
    c. Joan, what

13. a. said, "I
    b. tonight," David
    c. you," said David, "at

PARAGRAPHS
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to write a paragraph that develops one central idea. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select from a list characteristics of a paragraph.
3. Select from a list characteristics of a topic sentence.
4. List rules for writing a paragraph.
5. Select from a list ways to link sentences in a paragraph.
6. Match to their correct definitions ways to arrange sentences in logical order.
7. Select from a list ways to develop a paragraph.
8. Write a paragraph.
9. Select topic sentences.
10. Write topic sentences.
11. Arrange sentences in logical order.
12. Write a paragraph developed by giving details or examples.
13. Write a paragraph developed by giving reasons.
14. Write a paragraph developed by telling a story or relating an incident.
15. Write a paragraph developed by making comparisons or contrasts.

PARAGRAPHS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Make transparency.
- B. Provide students with objective sheet.
- C. Discuss unit and specific objectives.
- D. Provide students with information and assignment sheets.
- E. Discuss information and assignment sheets.
- F. Tell students to refer to Information Sheet, Section III, when working Assignment Sheets #2 and #3.
- G. Tell students to refer to examples of paragraphs in Information Sheet, Sections VI and VII, when working Assignment Sheets #6-#10.
- H. Tell students to first jot down their ideas on paper before writing their completed paragraph.
- I. Tell students that a good, well-developed paragraph should contain at least six sentences.
- J. Have students bring to class examples of magazine and newspaper paragraphs, and compare them to textbook paragraphs and the kind of paragraphs they will be writing. Explain why newspaper and magazine paragraphs are much shorter than expository prose paragraphs.
- K. Select two or three topics, and with the help of the students, write topic sentences on the board and make paragraph plans.
- L. Give the students a full class period to write each of the paragraphs for Assignment Sheets #7-#10.
- M. Grade student paragraphs for grammar, usage, punctuation, and capitalization. Return paragraphs, and have students correct and rewrite their papers.
- N. Have each student write ten topic sentences. Have students select five of their best topic sentences. Have students write a paragraph on separate sheets of paper for each selected topic sentence. Tell them to hand in four paragraphs and keep one. The one they keep may be developed into a composition for Unit V of this book.
- O. Select good and bad examples of student paragraphs. Reproduce them without names, and have students comment on them.

SUGGESTED ACTIVITIES

P. Give test.

Q. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency master: TM #1--Transitional Expressions

E. Assignment sheets

1. Assignment Sheet #1--Complete a Crossword Puzzle
2. Assignment Sheet #2--Select Topic Sentences
3. Assignment Sheet #3--Write Topic Sentences
4. Assignment Sheet #4--Select Sentences Linked with Good Transition
5. Assignment Sheet #5--Distinguish Among Sentences that Relate Closely to Topic Sentences and Those that Do Not
6. Assignment Sheet #6--Arrange Sentences in Logical Order
7. Assignment Sheet #7--Write a Paragraph Developed by Giving Details or Examples
8. Assignment Sheet #8--Write a Paragraph Developed by Giving Reasons
9. Assignment Sheet #9--Write a Paragraph Developed by Telling a Story or Relating an Incident
10. Assignment Sheet #10--Write a Paragraph Developed by Making Comparisons or Contrasts

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Christ, Henry I. *Modern English in Action,* teacher's ed. Lexington, Massachusetts: D.C. Heath and Company, 1978.

B. Tressler, J.C., and Henry I. Christ. *English In Action.* Boston, Massachusetts: D.C. Heath and Company, 1955.

SUGGESTED ACTIVITIES

C. Warriner, John E., Mary E. Whitten, and Frances Griffith. *English Grammar and Composition.* New York: Harcourt Brace Jovanovich, Inc., 1977.

D. Warriner, John E., Mary E. Whitten, and Joseph C. Blumenthal. *English Workshop,* Fourth Course. New York: Harcourt, Brace & World, Inc., 1973.

E. Warriner, John E., Mary E. Whitten, and Frances Griffith. *English Workshop,* 4th ed. New York: Harcourt Brace Jovanovich, Inc., 1970.

PARAGRAPHS
UNIT IV

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #1)

  A. Comparison--Showing likenesses and/or differences

  B. Contrast--Showing differences

  C. Details--Particulars; specifics

  D. Develop--To elaborate or expand

  E. Examples--Samples; supporting facts

  F. Incident--Occurrence or event; story of a happening

  G. Indented--Spaced in from the left margin

  H. Paragraph--Group of related sentences developing one central idea

  I. Reasons--Motives for actions

  J. Topic sentence--Sentence that tells the reader what the paragraph is about; controlling idea of a paragraph

  K. Transition--Word, phrase, or sentence that smoothly connects ideas between sentences and paragraphs (Transparency #1)

II. Characteristics of a paragraph

  A. Part of a longer piece of writing

  (NOTE: All letters, stories, essays, and compositions are divided into small parts or sections called paragraphs.)

  B. Develops one main idea

  C. Contains a topic sentence

  D. Indicated by indented first sentence

  (NOTE: When typing, indent five spaces; when writing, indent about one-half inch. Indentation is all that is needed to show where a paragraph begins. Do not skip lines or leave spaces between paragraphs.)

INFORMATION SHEET

III. Characteristics of a topic sentence (Assignment Sheets #2 and #3)

   A. One sentence written clearly and directly

   B. Usually first sentence of paragraph

   (NOTE: A topic sentence may appear in the middle or at the end of a paragraph, but it usually appears as the first or second sentence.)

   C. Controlling idea of paragraph

   EXAMPLE: A never-failing source of fun is Father's efforts to do minor repairs in the home.

   D. Tells reader what the paragraph is about

   E. Developed by the other sentences in the paragraph

   EXAMPLE:

   A never-failing source of fun is Father's efforts to do minor repairs in the home. He cannot change a fuse without blowing out the lights in the entire neighborhood. If he puts a washer in the kitchen faucet, the shower in the bathroom explodes, flooding the house. There are endless hours of glee in his attempts with a paintbrush, which usually end on a hilarious note as Father falls headfirst into a can of paint. Junior usually comes to the rescue here with an ingenious invention of his own for paint removal, thus proving that his experiments with the chemistry set have not been in vain. The fact that the remover also removes Father's hair and skin is only incidental.

   From "Out on a Limb with Father," by Michael Pine. Printed in *Literary Cavalcade*, copyright 1976. Reprinted from *English Workshop*, 4th ed., p. 226 with permission of Scholastic Magazines, Inc.

IV. Rules for writing a paragraph

   A. Make each sentence in a paragraph relate closely to the topic sentence (Assignment Sheet #5)

   B. Link sentences in a paragraph so that the thought flows smoothly from one sentence to the next (Assignment Sheet #4)

   C. Arrange sentences in clear, logical order (Assignment Sheet #6)

V. Ways to link sentences in a paragraph (Transparency #1; Assignment Sheet #4)

   A. Using pronouns to refer to nouns in previous sentences

   B. Repeating key words and ideas

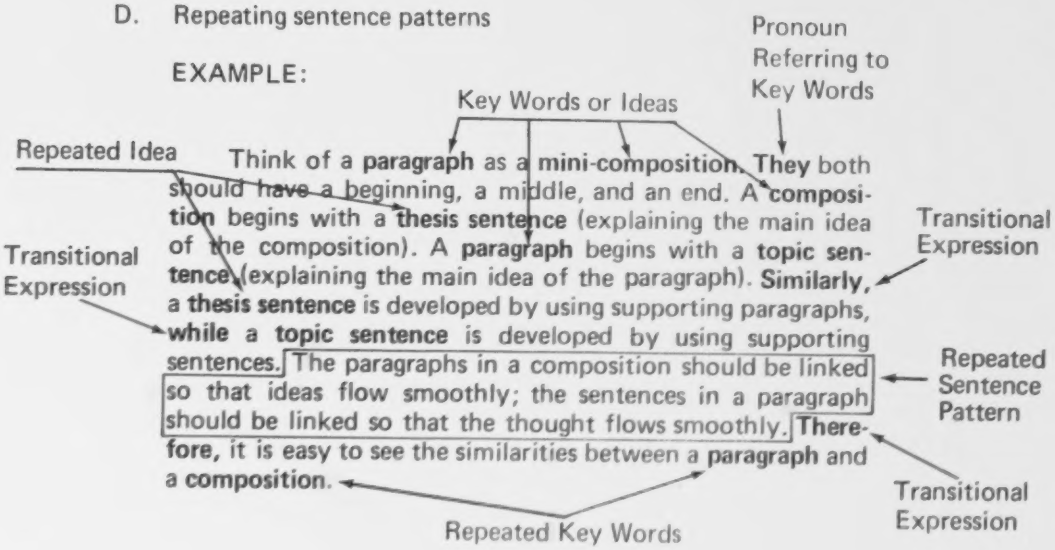
   C. Using transitional expressions (Transparency #1)

   EXAMPLES: however, therefore, but, also, in conclusion

INFORMATION SHEET

D. Repeating sentence patterns

EXAMPLE:



Think of a **paragraph** as a **mini-composition.** **They** both should have a beginning, a middle, and an end. A **composition** begins with a **thesis sentence** (explaining the main idea of the composition). A **paragraph** begins with a **topic sentence** (explaining the main idea of the paragraph). **Similarly,** a **thesis sentence** is developed by using supporting paragraphs, **while** a **topic sentence** is developed by using supporting sentences. The paragraphs in a composition should be linked so that ideas flow smoothly; the sentences in a paragraph should be linked so that the thought flows smoothly. **Therefore,** it is easy to see the similarities between a **paragraph** and a **composition.**

VI. Ways to arrange sentences in logical order (Assignment Sheet #6)

A. Logical order--What comes first, second, third, and so on

(NOTE: Logical order is used in all paragraphs but is most obvious in paragraphs that explain a process.)

EXAMPLE:

Making a delicious, sliced turkey sandwich is an art. **Before you begin,** gather the materials that you will need: thinly sliced white turkey meat, butter, mayonnaise, crisp lettuce, salt and pepper, and two slices of white or whole wheat bread. **First,** lightly spread one side of each slice of bread with butter. This prevents the mayonnaise from sinking into the bread and making it soggy. **Next,** spread each slice with mayonnaise. The amount depends upon your tastes, but I like a generous amount so that the sandwich is not too dry. **Then** layer the turkey slices on one piece of bread. **Following this,** salt and pepper the turkey to taste. **Now,** top the turkey with lettuce, and top the lettuce with the second bread slice. **Last,** slice the sandwich in two, and enjoy your artistic results. *(First, second, third, and so forth)*

INFORMATION SHEET

B. Chronological order--Time order

(NOTE: Chronological or time order is most often used with paragraphs that tell a story or relate an incident.)

EXAMPLE:

I will never forget the day that my dad took me fishing for the first time. Dad shook me out of bed at **5 a.m.** It was still dark, and I trembled from the cold as we ate a hasty breakfast of fruit and cereal. My trembling didn't stop until **an hour later** when the sun shone brightly enough to warm the cab of our old pickup truck. It was **seven o'clock** when we bumped to a stop at Dad's favorite Deep Creek fishing hole. I jumped from the truck eager to get started. However, **as the morning wore on**, my eagerness disappeared. Dad had caught three small fish, but not even a minnow had nibbled at my bait. Dad could see my disappointment, so **at noon** he suggested that I pack up my gear and enjoy the rest of the afternoon exploring the creek. **Two hours later**, I returned, half dragging a five-pound brook trout that I had caught by hand in a shallow pool. One look, and Dad began wading off in the direction from which I had come. Dad fished **until dusk** in what was ever after to be called the "Five-pounder Place." *(Early morning until dark)*

C. Space order--Near to far, far to near, left to right, and so on

(NOTE: Space order is most often used with descriptive paragraphs.)

EXAMPLE:

Grandmam and I sat on the porch and watched the storm approach. At first the storm lurked beyond the **distant** mountains, the sky above lighting them a clear, eerie green. But as the storm moved **nearer**, the mountains became silvery shadows, veiled by the curtain of rain. Then the rain struck the trees on the **far side of the pasture**, causing them to bend and bob. As the storm **crossed the pasture**, it flattened the grasses in its path and grew louder and louder. When it **reached the barbed-wire fence that bordered the field**, the wires hummed as though strummed by a guitar player. Now the storm fairly **leaped across the front yard** and **pelted the porch**. Grandmam and I pulled our chairs back and grinned at each other. *(Far to near)*

INFORMATION SHEET

D. Order of climax--Least important to most important, least familiar to most familiar, and so on

(NOTE: Order of climax is most often used in paragraphs that wish to persuade or convince the reader to believe something.)

EXAMPLE:

People should know how to protect themselves from a tornado. Scientists of the National Weather Service advise that a storm cellar is **the best** protection against a tornado. A basement is **the next best** place to take shelter. If a storm cellar or a basement is not available, people should seek shelter under a table or heavy piece of furniture on the ground floor--preferably in a small room--away from any windows. **The worst** protection against a tornado is a mobile home or the family car. For this reason, people in mobile homes are advised to seek underground or basement shelter; people in cars are advised to leave the car and lie face-down in a ditch or ravine if possible. *(Best to worst)*

VII. Ways to develop a paragraph (Assignment Sheets #7-#10)

A. Giving details or examples that support the topic sentence

EXAMPLE:

Joe's car has several modern conveniences that few of the newer cars have. For instance, it has an air-conditioning system. Of course any new car could have one too if the windows were removed. When we ride with Joe on a rainy day, our protection consists of cardboard, which substitutes for the windows. Naturally, we can't see what's going on in the world outside; but when it's raining, what is there to see? Joe's car doesn't have a windshield wiper; there's no windshield to wipe. Another modern convenience his car offers is the new knee-action brake. Just stick your foot through the hole in the floor and stop the car. It's tough on the soles of the shoes, but very effective. Joe's car is better than the English models; their steering wheels are on the right, but we can place ours where it is most convenient. When we have back-seat drivers, we just hand them the wheel.

From *Modern English in Action*, p. 63. Reprinted with permission of D.C. Heath and Company.

INFORMATION SHEET

B. Telling a story or relating an incident that supports the topic sentence

EXAMPLE:

My Siamese cat, Ching Ling, is a stupid creature, a real crackbrain. Instead of searching for mice, he hunts for poisonous snakes in our pasture. One day last spring Ching Ling stuck his paw into a deep, narrow hole and found a snake's fangs there. After this foolhardy stunt, he nursed his snake-bitten paw and fretted for days in a veterinarian's cage. Eventually Ching Ling was well enough to return home. Not five minutes after arriving there, the blockhead raced down to the pasture and immediately started poking his sore paw down the same snake hole.

From "Writing the Paragraph: Developing the Topic Sentence," *English Workshop*, 4th ed., p. 227. Harcourt, Brace & World, Inc.

C. Giving reasons that support the topic sentence

EXAMPLE:

There are several good reasons why the railroads should tackle the short-haul job. Even today they can carry traffic between many of our cities, during peak hours, faster than most of us can drive the same runs in our private cars. The explanation is that the railroads already possess the physical characteristics of any sensible rapid ground-transport system--the rights of way directly connecting our metropolitan centers. Their terminals are far better located than any airport can be. Moreover, excellent studies have shown that a railroad right of way can accommodate twenty times more people than an express highway lane and that it costs only one fifth as much to transport people by rail as by road.

From "Unsnarling Traffic," by John I. Snyder. Printed in November, 1958, issue of *Harper's Magazine*. Reprinted from *English Workshop*, 4th ed., p. 226.

D. Making comparisons or contrasts that support the topic sentence

EXAMPLE:

High school seniors often face the problem of deciding between a small college and the state university. Although the small college offers fewer courses from which to choose, it is usually more expensive than the state school. Students in a small college have more opportunities to take part in dramatics, debating, athletics, and glee-club work than in the university. Students are likely also to get more personal attention from their instructors and to enjoy social life more, because they know everybody. The university offers better opportunities for specialized work and for the inspiration of contact with famous teachers, while the small college gives a greater spur to personal initiative and to growth from competition in a limited circle. Some educators think that young people should attend a small college for the first two years of their course and the university for the last two, so that they may profit by the advantages of both.

From *Modern English in Action*, p. 63. Reprinted with permission of D.C. Heath and Company.

Transitional Expressions

as a result
at the same time
for example
for instance
in addition
in conclusion
in fact
in other words
on the contrary
on the other hand
that is

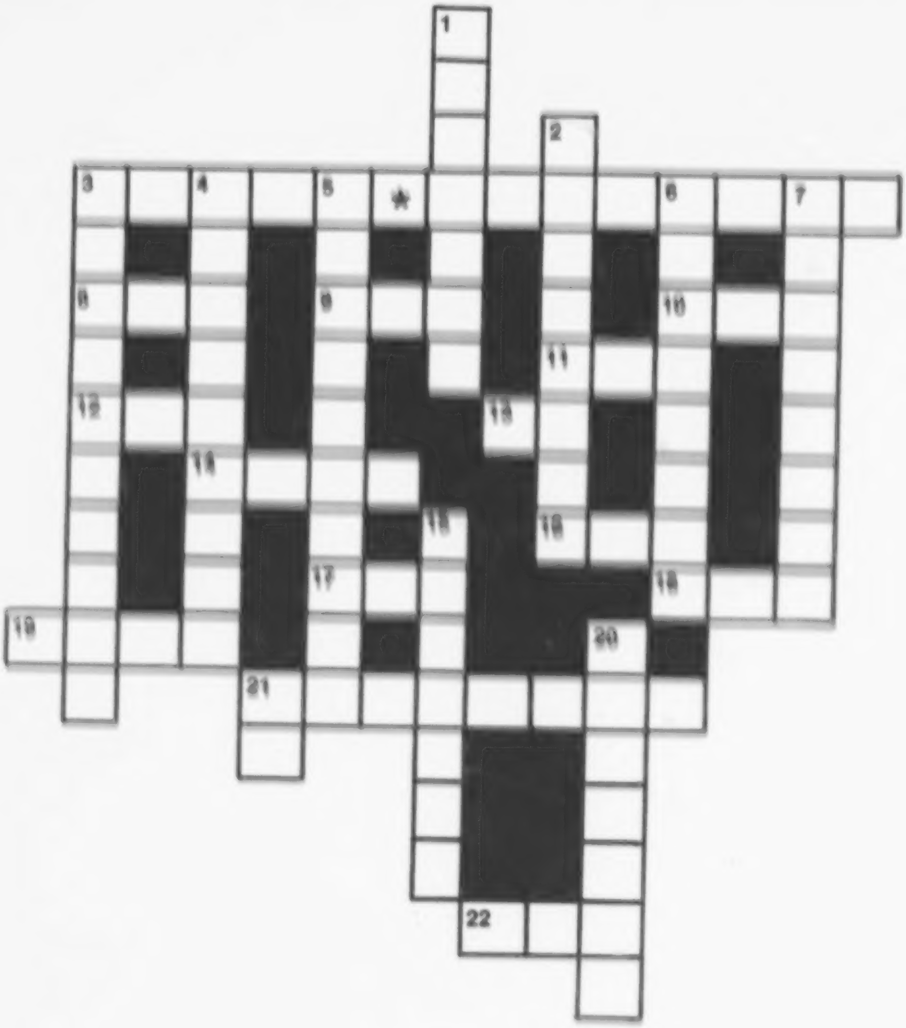
also
anyhow
besides
first, second, third
furthermore
however
indeed
likewise
meanwhile
nevertheless
still
then
therefore
thus

PARAGRAPHS
UNIT IV

ASSSIGNMENT SHEET #1--COMPLETE A CROSSWORD PUZZLE

NAME ____________________ SCORE ____________

Use Section I of your Information Sheet and the clues on the following page to complete the crossword puzzle below.



ASSIGNMENT SHEET #1

ACROSS

3. Sentence that tells the reader what the paragraph is about; controlling idea of a paragraph
8. What you breathe
9. Opposite of *woman*
10. Girl's name; Raggedy ---
11. Opposite of *bright*
12. Synonym for *droop*
13. Pronoun meaning "You and I"
14. Opposite of *common*
16. Indefinite article
17. Look
18. Present tense of *sat*
19. Winnie the ---
21. Spaced in from the left margin
22. Everyone

DOWN

1. Motives for actions
2. Occurrence or event; story of a happening
3. Word, phrase, or sentence that smoothly connects ideas between sentences and paragraphs
4. Group of related sentences developing one central idea
5. Showing likenesses and/or differences
6. Samples; supporting facts
7. Showing differences
15. To elaborate or expound
20. Particulars; specifics
21. Opposite of *out*

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #2 - SELECT TOPIC SENTENCES

NAME ______________________________ SCORE ______________

A topic sentence is a sentence that tells the reader what the paragraph is about. It is the controlling idea of the whole paragraph.

PART I

Underline the topic sentences in each of the following paragraphs.

A. Building a brick wall is not as easy as it appears. In building a brick wall, the builder must first prepare a bed which is perfectly horizontal. At the same time, he must be sure that the bed is firm enough to hold a wall without sinking. For this purpose cement or cement blocks may be used. Laying cement and allowing it to dry properly and evenly requires much skill. Using cement blocks, too, may present problems. The surface on which they are placed must be perfectly level.

B. Football practice presents a lively and colorful picture. I approach the field. The scene, as I stop to take it in, presents a pageant of color and movement against a background of green grass. Leaping into practice, the players prepare a play. In a sudden blur of colors, the play swings to the right and ends abruptly in a smash. I hear the wail of the whistle and watch the referee dive into the wriggling mass to find the ball.

C. Speed is a major cause of automobile accidents. Even though they know this, Americans continue to race toward death on the highway. Newspapers are filled with the gory details of mangled bodies found in car wrecks that occur because of driving too fast. Many drivers fail to adjust their speed to road conditions. They drive too fast on rain-slick or snow-slippery highways. They fail to slow down for sharp curves. Speeders are daredevils who gamble that they will not become statistics in the files of the state highway department.

D. Tropical fish cannot come when you call. They don't show that they can hear you when you talk. But, tropical fish can see objects outside of their tank. If you approach the tank and hold their box of food near the glass, you can train them to rise to the top to be fed. Angel fish are particularly keen-sighted and intelligent. If your tank contains angel fish, these fish will quickly teach the other fish. Tropical fish also have distinct personalities. Some dart about their tank very swiftly. Others swim slowly, exploring their surroundings leisurely. Some, like the angel fish, are very curious and look with interest at any new plant or addition to the tank. Others, like the tiger barb, would like the whole tank to themselves. They nip at the fins of slower-moving fish. So, despite rumors to the contrary, tropical fish make very good pets.

ASSIGNMENT SHEET #2

PART II

The following list contains both topic and support sentences. Write a "T" in the blank before each topic sentence. Write an "S" in the blank before each support sentence.

EXAMPLE: __T__ Apples can be used in many types of delicious dishes.
__S__ One foot equals 12 inches.

______A. T-shirts with printing on them have become the newest clothing fad.

______B. My T-shirt says, "Don't Read This!"

______C. For instance, this dress is hemmed unevenly.

______D. "Sesame Street" is a popular television show because it makes learning fun.

______E. People often laugh at odd times to relieve tension.

______F. I used a rubber mallet to straighten the hubcap.

______G. This shows how a doctor's humorous remark scared me.

______H. Harold looked sadly at his crumpled fender.

______I. Courtesy on the road saves lives.

______J. A course in household mechanics should be taught at our high school.

______K. Then Leo apologized for his actions.

______L. Only later did they realize what had happened.

______M. For instance, a disc brake is only part of the braking system on a motorcycle.

______N. Add two cups of finely chopped nuts.

______O. Playing football requires mental as well as physical skill.

______P. Good study habits are easy to learn.

______Q. First, remove the hubcap.

______R. A housekeeping aid performs many important duties.

______S. Common sense is as important as book learning.

______T. Then I cut the material on the bias.

ASSIGNMENT SHEET #2

PART III

Go back to Part II. Choose five sentences that you labeled "T" for topic sentence. Rewrite these topic sentences in the spaces provided below. Then write three sentences that will support each topic sentence.

EXAMPLE: People often laugh at odd times to relieve tension.

1. Dental patients often laugh nervously while awaiting their turn with the dentist.
2. Children who are being punished or lectured sometimes laugh (or smirk) to relieve tension.
3. In fact, even people faced with death have relieved tension by "laughing in the face of death."

A. Topic sentence--

Support sentences

1.

2.

3.

B. Topic sentence--

Support sentences

1.

2.

3.

ASSIGNMENT SHEET #2

C. *Topic sentence*--______________________________

____

Support sentences

1. ____
____
2. ____
____
3. ____
____

D. Topic sentence--______________________________

____

Support sentences

1. ____
____
2. ____
____
3. ____
____

E. Topic sentence--______________________________

____

Support sentences

1. ____
____
2. ____
____
3. ____
____

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #3--WRITE TOPIC SENTENCES

NAME ______________________ SCORE ____________

A topic sentence is one general sentence that tells the reader what the paragraph is about. It is the controlling idea of the whole paragraph.

Look at the following paragraph outlines, and then write a good topic sentence for each.

EXAMPLE: Wilderness vacations
- Planning daily meals
- Selecting clothing and gear
- Packing first-aid equipment
- Notifying wilderness ranger

Topic sentence ______________________________

____

A. Accidents and me
- Clumsily I trip and fall
- Dad always lectures me about being careful
- I hurt myself with hammers and saws
- I'm always bumping into things

Topic sentence ______________________________

____

B. Teenagers earn money
- Delivering newspapers
- Mowing lawns
- Baby-sitting
- Washing cars

Topic sentence ______________________________

____

C. Course in public speaking
- Increased self-confidence
- Improved ability to plan a talk
- Improved pronunciation

Topic sentence ______________________________

____

ASSIGNMENT SHEET #3

D. Football

Cheerleaders yelling
Long football practices
Cool fall nights
Stadium hotdogs and warm blankets

Topic sentence ______________________________

____

E. Automobiles

Provide fast and easy travel
Are easy to take care of
Are comfortable to ride in
Cost money to run and repair
Are dangerous if not handled properly

Topic sentence ______________________________

____

F. Travel

It is exciting to see new places
It is educational to visit new places
Travel broadens the mind
Travel makes one a more interesting person

Topic sentence ______________________________

____

G. School athletics

Athletics teach cooperation and teamwork
Athletes develop strong, healthy bodies
Athletes learn to follow directions
Athletes develop pride and self-confidence

Topic sentence ______________________________

____

H. Camping

Flies and mosquitoes
Bad weather
Difficulty of washing dishes
Sleeping on the ground
Packing and carrying supplies

Topic sentence ______________________________

____

ASSIGNMENT SHEET #3

I. Learning a trade
  - Does not require four years of college
  - Provides a source of employment
  - Increases one's sense of accomplishment
  - Allows work with hands
  - Produces a product or result that can be seen

Topic sentence ____

____

J. Record players and radios
  - With a radio you must take the music as it comes
  - With a record player you may select your own music
  - A record player allows you to play a song over and over
  - A radio interupts songs with commercials
  - A record player doesn't have advertisements

Topic sentence ____

____

(The material in this assignment sheet has been adapted from "Writing the Paragraph: Sticking to the Topic," pp. 223-227, *English Workshop,* 4th ed., New York: Harcourt, Brace & World, Inc., 1970; and from "The Unity of the Paragraph," pp. 203-204, *English Workshop,* Fourth Course, New York: Harcourt Brace Jovanovich, Inc., 1973.)

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #4--SELECT SENTENCES LINKED WITH GOOD TRANSITION

NAME ________________________________ SCORE ______________

Read the following lettered sentences twice--first with sentence 1 and then with sentence 2. Select the sentence which ties in more smoothly with the lettered sentence. Write the number of that sentence in the blank.

EXAMPLE: __2__ It is important to select the proper tool for each job.

1. There are many types of tools.
2. For instance, a claw hammer should not be used for jobs that require a ball peen hammer.

_____A. At first, my shop teacher seemed too stern.

1. I realized that he was stressing rules because he cared about our safety.
2. When I got to know him better, I realized that he was stressing rules because he cared about our safety.

_____B. Often the makers of automobiles give engines extra power to improve the performances of their cars.

1. Driving at excessive speed is a major cause of accidents.
2. This extra power leads some people to drive at excessive speeds.

_____C. Reckless, show-off drivers cannot stand to let another car get ahead of theirs.

1. Teenagers often have bad accident records.
2. Safe drivers, however, do not feel that they need to compete with other drivers on the road.

_____D. An interesting hobby can be a great help in making new friends.

1. For example, the day that I began a tropical fish aquarium, I met many girls with the same interest as mine.
2. Many of my friends are interested in my hobby.

_____E. It is dangerous to run an electric cord under a rug.

1. When the cord is stepped on, the insulation may wear off and cause a short circuit.
2. Short circuits are the cause of many fires.

ASSIGNMENT SHEET #4

_____F. From the outside, Dean's house looked like any other.

1. When I stepped inside, however, the beautiful, custom carpentry was astonishing.
2. The beautiful, custom carpentry was astonishing.

_____G. Many students take driver education classes at school.

1. Insurance companies charge lower rates to driver education students.
2. Because driver education teaches these students the basics of safe driving, insurance companies charge them lower rates.

_____H. Some drugstores sell books, food, toys, and even clothing.

1. Our corner drugstore, however, sells only medical supplies and medicines.
2. I buy all of my prescriptions at our corner drugstore.

_____I. A helicopter can do many things that an airplane cannot do.

1. It can take off or land on a small surface.
2. For instance, it can hover, move up or down, and move backwards.

_____J. Jill always borrows things and forgets to return them.

1. She borrowed a book and kept it for six months.
2. For instance, last year she borrowed a book and kept it for six months.

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #5--DISTINGUISH AMONG SENTENCES THAT RELATE CLOSELY TO TOPIC SENTENCES AND THOSE THAT DO NOT

NAME ______________________ SCORE __________

Each of the lettered headings below is a topic sentence. Five different points are listed under each topic sentence. Write an "S" in the blanks before those points that relate closely (support) the topic sentence. Write an "O" in the blanks before those points that are off the subject and do not belong in the paragraph.

EXAMPLE: Making a strawberry shortcake requires planning.

S 1. Gathering the ingredients

S 2. Gathering the correct utensils and containers

S 3. Preheating the oven

O 4. Eating the finished shortcake

O 5. Growing strawberries

A. Improving study habits requires changing old habits.

_____1. Studying after school rather than late at night

_____2. Writing down assignments more carefully

_____3. My brother never studies but gets good grades

_____4. Studying in my room instead of in the living room in front of the television

_____5. Some television shows are educational

B. I enjoy my English class because it gives me a chance to write about myself.

_____1. Studying about parts of speech

_____2. Writing compositions about myself and my interests

_____3. Raising tropical fish is a hobby of mine

_____4. Writing paragraphs about my hobbies

_____5. Writing narrative paragraphs and compositions about my experiences

ASSIGNMENT SHEET #5

C. There are many advantages to taking a carpentry course.

______1. Difficulty of making a chest of drawers

______2. Earning money doing part-time carpentry work

______3. Repairing or building things around my home

______4. Building something correctly takes a lot of time

______5. Availability of carpentry courses at vocational schools

D. I enjoy working on automobiles.

______1. Many people don't know the first thing about automobile engines

______2. I like finding that mysterious rattle and getting rid of it

______3. I like working on an engine until it purrs like a kitten

______4. Today's automobiles are more complex than ever before

______5. I am interested in engines and automobile parts

E. Washing dishes is a more difficult task than it appears to be.

______1. Glassware must be rinsed with very hot water

______2. Stemware must be washed separately

______3. Certain utensil surfaces should not be cleaned with an abrasive scouring pad

______4. Wooden dishes and utensils should not be soaked

______5. Nonstick surfaces are easy to clean

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #6--ARRANGE SENTENCES IN LOGICAL ORDER

NAME ______________________ SCORE __________

The sentences in a paragraph must be arranged in clear, logical order.

PART I

Read the following sentences. Arrange them in logical order by writing in the blanks a "1" for the first sentence, a "2" for the second sentence, and so on to number "9." In the space below the listed sentences, write out the paragraph in its correct order. Do not forget to indent the first sentence.

______A. Nothing can keep my young daughter, Robin, from being curious.

______B. She found some scrap lumber and nailed up some shelves.

______C. That book, which told about hundreds of things she wanted to know, was Robin's entry to the world of science.

______D. However, the bottles contained only water, feathers, powder, vinegar, beeswax, and other things which Robin needed for her "experiments."

______E. She marked them that way to keep us and her friends from bothering them.

______F. Her curiosity peaked one day when she found a book on science that she could understand.

______G. Eager to try some of the experiments which the book described, Robin set up a workshop in the basement of our home.

______H. On the shelves she arranged rows and rows of old bottles.

______I. Then she labeled every bottle POISON in big red letters.

ASSIGNMENT SHEET #6

PART II

Read the following sentences. Arrange them in logical order by writing in the blanks a "1" for the first sentence, a "2" for the second sentence, and so on to number "6." In the space below the listed sentences, write out the paragraph in its correct order. Do not forget to indent the first sentence.

______A. Every morning, promptly at six o'clock, I am awakened by a soft whining, like that of an unoiled motor.

______B. The whining gets louder, and if I do not get up, a shaggy face looks into mine, and a cold tongue brushes my cheek.

______C. I have the sloppiest, but most regular alarm clock known to man.

______D. This is an alarm clock I can't turn off.

______E. Finally I open my eyes to find the liquid brown eyes of Muppet, my little dog, looking brightly at me.

______F. Usually I open one eye, groan, and nestle deeper into my pillow.

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #7--WRITE A PARAGRAPH DEVELOPED BY GIVING DETAILS OR EXAMPLES

NAME ______________________________ SCORE ______________

A paragraph may be developed by giving details or examples that support the topic sentence.

PART I

Write a paragraph that supports a topic sentence with details or examples. Choose one of the topics in the following list. Rough out your paragraph on scratch paper before copying the finished paragraph in the space below. Make your paragraph at least six sentences long, and do not forget to indent. Underline your topic sentence.

A. First period class
B. Football game time
C. My first job
D. Locker room schedule
E. My favorite foods
F. Working on my car
G. A Saturday at our hangout
H. A wall in my classroom

____
____
____
____
____
____
____
____
____
____
____
____
____
____

ASSIGNMENT SHEET #7

PART II

Evaluate the paragraph that you wrote in Part I.

	YES	NO
A. Is the central idea of the paragraph stated in a topic sentence?	____	____
B. Have you used enough details to make the topic clear?	____	____
C. Do all the sentences in the paragraph stick to the topic?	____	____
D. Is the movement of thought in the paragraph clear and easy to follow?	____	____
E. Is the paragraph interesting?	____	____

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #8--WRITE A PARAGRAPH DEVELOPED BY GIVING REASONS

NAME ____________________ SCORE ____________

A paragraph may be developed by giving reasons that support the topic sentence.

PART I

Write a paragraph that supports a topic sentence with reasons. Choose one of the topics in the following list. Rough out your paragraph on scratch paper before copying the finished paragraph in the space below. Make your paragraph at least six sentences long, and do not forget to indent. Underline your topic sentence.

A. A sudden flat tire

B. A reward in class

C. Out of a job

D. Worrying about grades

E. I enjoy driving

F. Everyone should have a hobby

ASSIGNMENT SHEET #8

PART II

Evaluate the paragraph that you wrote in Part I.

	YES	NO
A. Is the central idea of the paragraph stated in a topic sentence?	____	____
B. Have you used enough details to make the topic clear?	____	____
C. Do all the sentences in the paragraph stick to the topic?	____	____
D. Is the movement of thought in the paragraph clear and and easy to follow?	____	____
E. Is the paragraph interesting?	____	____

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #9--WRITE A PARAGRAPH DEVELOPED BY TELLING A STORY OR RELATING AN INCIDENT

NAME ______________________________ SCORE ______________

A paragraph may be developed by telling a story or relating an incident that supports the topic sentence.

PART I

Write a paragraph that supports a topic sentence by telling a story or relating an incident. Choose one of the topics in the following list. Rough out your paragraph on scratch paper before copying the finished paragraph in the space below. Make your paragraph at least six sentences long, and do not forget to indent. Underline your topic sentence.

A. Accident

B. My most frightening experience

C. First impressions

D. Fun in CVET class

E. Friends can be helpful

F. First date

ASSIGNMENT SHEET #9

PART II

Evaluate the paragraph that you wrote in Part I.

	YES	NO
A. Is the central idea of the paragraph stated in a topic sentence?	____	____
B. Have you used enough details to make the topic clear?	____	____
C. Do all the sentences in the paragraph stick to the topic?	____	____
D. Is the movement of thought in the paragraph clear and and easy to follow?	____	____
E. Is the paragraph interesting?	____	____

PARAGRAPHS
UNIT IV

ASSIGNMENT SHEET #10–WRITE A PARAGRAPH DEVELOPED BY MAKING COMPARISONS OR CONTRASTS

NAME ______________________________ SCORE ______________

A paragraph may be developed by making comparisons or contrasts that support the topic sentence.

PART I

Write a paragraph that supports a topic sentence by making contrasts or comparisons. Choose one of the following topics. Rough out your paragraph on scratch paper before copying the finished paragraph in the space below. Make your paragraph at least six sentences long, and do not forget to indent. Underline your topic sentence.

A. Two restaurants

B. Two makes of automobiles

C. A brick house and a frame house

D. Spring and fall

E. Two pets

F. Two people

ASSIGNMENT SHEET #10

PART II

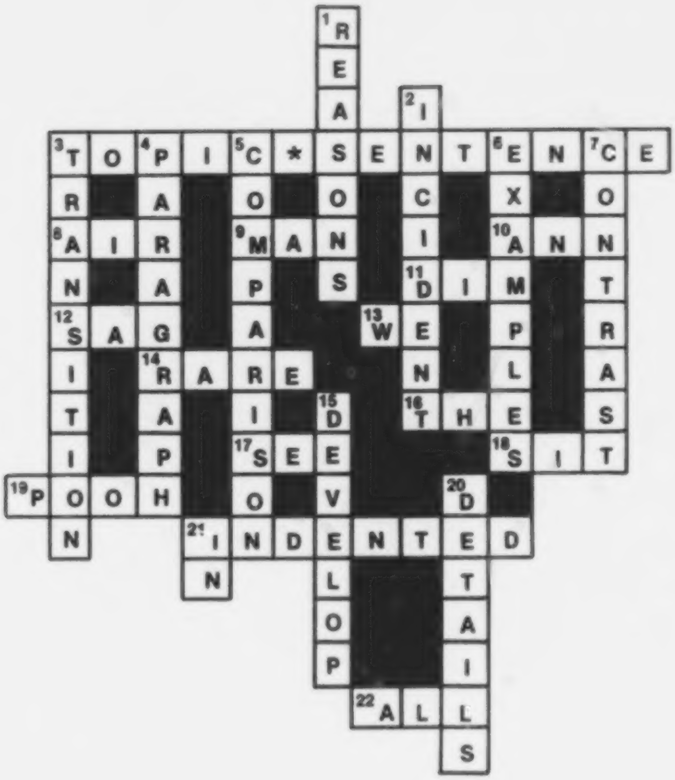
Evaluate the paragraph that you wrote in Part I.

	YES	NO
A. Is the central idea of the paragraph stated in a topic sentence?	____	____
B. Have you used enough details to make the topic clear?	____	____
C. Do all the sentences in the paragraph stick to the topic?	____	____
D. Is the movement of thought in the paragraph clear and easy to follow?	____	____
E. Is the paragraph interesting?	____	____

PARAGRAPHS
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1



Assignment Sheet #2

PART I

A. Building a brick wall is not as easy as it appears.

B. Football practice presents a lively and colorful picture.

C. Speed is a major cause of automobile accidents.

D. So, despite rumors to the contrary, tropical fish make very good pets.

ANSWERS TO ASSIGNMENT SHEETS

PART II

A.	T	F.	S	K.	S	P.	T
B.	S	G.	S	L.	S	Q.	S
C.	S	H.	S	M.	S	R.	T
D.	T	I.	T	N.	S	S.	T
E.	T	J.	T	O.	T	T.	S

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

(Student answers will vary, but should contain elements of the following topic sentences.)

A. I have always been prone to accidents.

B. There are many ways for teenagers to earn money.

C. There are three main values to a course in public speaking.

D. The football game season is very exciting.

E. There are advantages and disadvantages to owning an automobile.

F. Travel is an enjoyable and educational pastime.

G. The value of school athletics is often overlooked.

H. There are many discomforts to camping.

I. Learning a trade has many advantages.

J. A record player is a better buy than a radio.

Assignment Sheet #4

A.	2	F.	1
B.	2	G.	2
C.	2	H.	1
D.	1	I.	2
E.	1	J.	2

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5

A. 1. S
2. S
3. O
4. S
5. O

B. 1. O
2. S
3. O
4. S
5. S

C. 1. O
2. S
3. S
4. O
5. O

D. 1. O
2. S
3. S
4. O
5. S

E. 1. S
2. S
3. S
4. S
5. O

Assignment Sheet #6

PART I

A. 1
B. 5
C. 3
D. 8
E. 9
F. 2
G. 4
H. 6
I. 7

PART II

A. 3
B. 5
C. 1
D. 2
E. 6
F. 4

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

Assignment Sheet #10--Evaluated to the satisfaction of the instructor

PARAGRAPHS
UNIT IV

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Particulars; specifics

______b. Showing differences

______c. To elaborate or expand

______d. Spaced in from the left margin

______e. Showing likenesses and/or differences

______f. Sentence that tells the reader what the paragraph is about; controlling idea of a paragraph

______g. Group of related sentences developing one central idea

______h. Occurrence or event; story of a happening

______i. Motives for actions

______j. Samples; supporting facts

______k. Word, phrase, or sentence that smoothly connects ideas between sentences and paragraphs

1. Reasons
2. Paragraph
3. Examples
4. Comparison
5. Transition
6. Contrast
7. Develop
8. Details
9. Incident
10. Topic sentence
11. Indented

2. Select from the following list characteristics of a paragraph. Write an "X" in the blank before each correct statment.

______a. Indicated by indented first sentence

______b. Indicated by indented first two sentences

______c. Develops one main idea

______d. Develops sections of poems

______e. Part of a longer piece of writing

______f. Contains a topic and thesis sentence

______g. Contains a topic sentence

TEST

3. Select from the following list characteristics of a topic sentence. Write an "X" in the blank before each correct statement.

_____a. Controlling idea of composition

_____b. Tells reader what the paragraph is about

_____c. Developed by the other sentences in the paragraph

_____d. Two sentences at end of paragraph

_____e. One sentence written clearly and directly

_____f. Controlling idea of paragraph

_____g. Usually first sentence of paragraph

4. List rules for writing a paragraph.

a. ____

____

b. ____

____

c. ____

____

5. Select from the following list ways to link sentences in a paragraph. Write an "X" in the blank before each correct statement.

_____a. Using prepositions to refer to nouns in previous sentences

_____b. Using pronouns to refer to nouns in previous sentences

_____c. Using transitional expressions

_____d. Repeating sentence patterns

_____e. Repeating topic sentence

_____f. Repeating key words and ideas

_____g. Repeating punctuation patterns

TEST

6. Match to their correct definitions ways to arrange sentences in logical order. Write the correct numbers in the blanks.

_____a. Time order

_____b. Least important to most important, least familiar to most familiar, and so on

_____c. Near to far, far to near, left to right, and so on

_____d. What comes first, second, third, and so on

1. Order of climax
2. Logical order
3. Chronological order
4. Space order

7. Select from the following list ways to develop a paragraph. Write an "X" in the blank before each correct statement.

_____a. Giving details or examples that support the topic sentence

_____b. Writing at least six paragraphs to support the topic sentence

_____c. Telling a story or relating an incident that supports the topic sentence

_____d. Giving reasons that support the topic sentence

_____e. Writing a second topic sentence to support the first topic sentence

_____f. Making comparisons or contrasts that support the topic sentence

_____g. Giving illogical examples to support the topic sentence

8. Write a paragraph. Write a topic sentence; then support that topic sentence by using one method of paragraph development. Underline your topic sentence.

TEST

(NOTE: Test questions 9-15 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Select topic sentences.

10. Write topic sentences.

11. Arrange sentences in logical order.

12. Write a paragraph developed by giving details or examples.

13. Write a paragraph developed by giving reasons.

14. Write a paragraph developed by telling a story or relating an incident.

15. Write a paragraph developed by making comparisons or contrasts.

PARAGRAPHS
UNIT IV

ANSWERS TO TEST

1. a. 8
   b. 6
   c. 7
   d. 11
   e. 4
   f. 10
   g. 2
   h. 9
   i. 1
   j. 3
   k. 5

2. a, c, e, g

3. b, c, e, f, g

4. a. Make each sentence in a paragraph relate closely to the topic sentence
   b. Link sentences in a paragraph so that the thought flows smoothly from one sentence to the next
   c. Arrange sentences in clear, logical order

5. b, c, d, f

6. a. 3
   b. 1
   c. 4
   d. 2

7. a, c, d, f

8. Evaluated to the satisfaction of the instructor

9. Evaluated to the satisfaction of the instructor

10. Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

15. Evaluated to the satisfaction of the instructor

COMPOSITION
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to write a composition. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match kinds of compositions to their correct definitions.
3. Select from a list plans to follow when writing a composition.
4. Select from a list rules for forming an outline.
5. Write a composition.

COMPOSITION
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Provide students with objective sheet.
- B. Discuss unit and specific objectives.
- C. Provide students with information and assignment sheets.
- D. Discuss information and assignment sheets.
- E. Discuss thoroughly the notes on Information Sheet, Section III, Parts E, F, and G.
- F. Tell students to refer to the Information Sheet when working the assignment sheets.
- G. Have students read their compositions to the class.
- H. Encourage students to write by having them keep a journal as a daily writing assignment.
- I. Have students exchange and read each other's papers. Encourage them to discuss the compositions and to offer suggestions for improvement.
- J. Use some of the following composition topics.

  1. Even though you are young, you have already made a number of adjustments. Write a composition in which you tell of a situation you faced and how you met it. The following is a list of situations that may remind you of an adjustment that you had to make.

     Failure
     Sickness
     Handicaps
     Homesickness
     New neighbors
     Death in family
     Marriage
     School problems
     Living away from home
     New baby in family
     Money troubles
     Changing jobs
     Changing schools
     Disappointments
     Personal loss
     Death of a pet
     Divorce
     A mother who works
     Moving to a new community
     Accident

  2. "What a crab!" Have you ever thought this when a salesperson, waiter or waitress, clerk, parent, or teacher shows impatience or irritation? It is easy to criticize people who wait on us, because we seldom realize the strain and complexities of their jobs. Write a composition in which you take a "behind the scenes" look at an occupation. Point out the difficulties and irritations associated with that particular occupation. Get your facts from your own observations and experience, and--if possible ---talk to someone who is now engaged in that occupation. The following are some suggestions.

SUGGESTED ACTIVITIES

A clerk
A coach
A nurse
A cashier
A waitress or waiter
A baby-sitter
A carpenter
A mechanic
A priest or minister
A salesperson
A housewife
A police officer
A bus driver
A parent
A teacher
A welder
A houskeeping aide
A doctor or dentist

3. How many times have you said, "Now if I were running that business..."? Nearly all of us have felt at one time or another that we could do a better job than the person now in charge. Write a composition explaining what you would do if you were in charge of something. The following are some suggestions.

President of a class
Waiter or waitress
Construction supervisor
Automobile designer
Gas station owner
Manager of a team
Grocery store owner
Mayor of your town
Parent or teacher
Principal of a school
Hardware store owner
Garage mechanic
Author
Dress or clothing designer
Maker of toys (or tools, and so on.)

4. You are the expert. Write a composition explaining a process related to your vocational field. Make sure that all of the steps in the process are in the right order, and be sure to include cautions and explanations when necessary. The following are some suggestions.

HOW TO...

Change a tire
Drive on ice or snow
Set a table
Repair an inner tube
Repair concrete or plaster
Vacuum a floor
Build a brick wall
Make a terrarium
Build a birdhouse
Wash a sweater
Wash dishes
Clean a hospital isolation room
Buy a dress (used car, and so on.)
Cook something
Change a washer
Start a cold engine
Wax a floor
Shampoo a carpet
Dress for an interview
Hem a dress
Plan a meal
Thaw out a frozen radiator
Give a dog a bath
Use a camera

SUGGESTED ACTIVITIES

5. What can you do best? In what field have you more skill than the average person? Write a composition about your proudest accomplishment. Is it music, art, dancing? Is it playing a sport well, earning an award, completing a project? Is it something useful and practical such as fixing, building, or painting something? Perhaps organizing a club, team, or business--or performing an act of kindness or charity? At any rate, it is there! Just think over your accomplishments until you find it. Remember that your reader wasn't there. You will need to give the reader a clear explanation of *where, when, how,* and *under what circumstances* you did it.

   (NOTE: Composition suggestions 1-5 are adapted from "Writing Longer Themes," pp. 212-227, *English Workshop*, Fourth Course, New York: Harcourt Brace Jovanovich, Inc., 1973.)

6. Have you ever thought of how different your life would be if you lived in the "old days" before the invention of some of our modern conveniences? Write a composition in which you explain how a modern invention makes your life easier and more enjoyable. The following are some suggestions.

   Hair blow dryer
   Television
   Power lawnmower
   Airplane
   Electric lights
   Paperback books
   Dishwasher
   Electric can opener
   Safety razor and shaving cream
   Automobile
   Ball point pen
   Central heating
   Washing machine or dryer
   Self-cleaning oven
   Wash 'n' wear fabrics
   Shopping malls
   Air conditioning
   Refrigerator
   Garbage disposal
   Vacuum cleaner
   Microwave oven
   Electric steam iron
   Paper diapers, napkins, etc.

7. Ours has become a nation of disposables. Today, we find it easier to use something a few times and then throw it away and buy a new one. We can now buy disposable lighters, razors, dishes, towels, diapers, shopping bags, handkerchiefs, tablecloths, flashlights, baby bottles, bathmats, slippers, and all types of containers. The list is endless. Also, hospitals now use disposable items almost exclusively: disposable gowns, basins, utensils, thermometers, and even syringes. Write a composition in which you weigh the advantages and disadvantages of throw-away items.

8. "Everything has its place, and there is a place for everything." How many times have you heard that said? People love to classify things, to put them in their proper groups or group them according to types. Librarians classify books; grocers classify foods; schools classify students; scientists classify animals. Write a composition in which you classify something, arranging it according to type, color, usefulness, or specific characteristics. Be sure that your classification includes more than two items. Make a scratch outline to organize your ideas. The following are some suggestions.

SUGGESTED ACTIVITIES

Sales clerks
Tools
Friends
Games
Desserts
Teachers
Automobiles or vehicles
Pets
Restaurants
Parties
Sports
Houses
Vacations
Dates
Books
Letters
Jobs
Gifts

9. It's a dog's life. Have you ever wished that you could fly like an eagle or run as fast as a cheetah? Have you ever wished that you were as beautiful or as graceful as a swan? As courageous as a lion? As strong as an elephant? As independent and sleek as a cat? Write a composition in which you tell what animal you would be if you could be any animal in the world. Explain *why* you would want to be this particular animal. What traits or characteristics does the animal have that you would like to have?

10. "Sam's car is the same make and model as mine, but it is not nearly as fine a machine." In conversation and in writing, people often compare and/or contrast items. Write a composition in which you compare and/or contrast two similar or different items or ideas. You may point out advantages and disadvantages, or explain which is better, or you may show how two things which seem alike are really different. Make a scratch outline to help you organize your material. The following are some suggestions.

    TWO--

    Makes of cars
    Families
    Restaurants
    Teachers
    Fashions
    Movies
    Machines
    Pets
    Schools
    Record albums
    Magazines
    Seasons
    Appliances
    Jobs
    Friends
    Fads
    Sports
    Attitudes
    Products
    Classes
    Hobbies

11. Write a composition in which you describe a first. Your first date, first day in a new school, first experience water skiing, first time at the dentist's, first day on a new job, first job interview, first family vacation, first time in a hospital, and so on. Make your composition interesting by supplying vivid details and specific examples.

12. Write a composition in which you describe your most embarrassing, frightening, enjoyable, educational, hateful, or exciting experience. Make your composition interesting by supplying vivid details and specific examples.

SUGGESTED ACTIVITIES

K. Make a composition resource list.

1. Have the students write their own book. Each student writes a chapter. First discuss with the students the subject matter of the proposed book. Then allow them to choose the setting and characters. Allow each student one week for each chapter. Grade the chapters immediately, and return them to the writers for revision and correction. After revision, make enough copies of each chapter for each class member. Then read the chapters aloud, and allow the class time to discuss strengths and weaknesses and future plans for plot.

2. Bring to class some classical paintings. (Libraries frequently loan framed copies, or you can find good reproductions and selections in art books.) Andrew Wyeth's "Christina's World," Hopper's "The Nighthawks," Currier and Ives' "The Chase" all make good subjects. Allow the students to study the pictures, and then encourage them to interpret their favorite in composition form. What does the painting remind them of? What do they think is the "story" that the picture is telling? Why do they think the painting has become a success? What qualities in the painting appeal to them?

3. Bring to class a number of small, simple items: pencil, nuts, bolts, screws, safety pin, key, can opener, whisk, spatula, buttons, paper clip, ruler, toothbrush, Q-Tip, rubberband, barrette, tie clasp, cuff links, etc. Have each student draw one of these items out of a bag. Then have the students write a composition that describes the item in such specific and accurate detail that someone who had never seen the object before would know exactly what it was made of, what it looked like, and what it was used for.

4. Have the students write a composition on the uses of a brick(s).

5. Have the students write a composition on the following topic: Suppose a great fog were to fall over the earth and all we could see of people would be their feet.

6. List items on the board--a coin, binoculars, a crown, a tree, a snowflake, a statue, a shoe, a mirror, and so on. Tell the students to write their life story as if they were one of these things.

7. Have the students write about the following: A mysterious mist settles on you for a moment, and you shrink to 5 inches tall. Describe what a typical day might be like from your viewpoint as a tiny person.

8. Have students pretend that they are from another planet and have just landed on Earth. Have them describe what they see around them and what these observations mean to them.

SUGGESTED ACTIVITIES

9. Have students write a theme about being their age. They may include the advantages and disadvantages of being their age. They may describe what is unique about being their age.

10. Have students write about a character in a song.

11. Have students describe a person that they know very well. The character description is best in a descriptive theme.

12. Have students write a composition about what would happen if they drank a potion that made them invisible.

13. Have students write about important moments in their lives.

14. Have students pretend that their family is stuck in an old, deserted motel because of a snowstorm. All of the rooms are open except one--Room 117. The title of the composition could be "The Secrets of Room 117."

15. Hand out outline paper. Have the students fold the paper lengthwise down the center. Drop a blob of ink or tempera paint in the fold of each paper. Students press the sides together with their fingers, then unfold. Have them write a composition about that blob on the paper. This assignment can be a detailed description or an imaginative theme.

16. Focus a composition toward the senses.

    a. On the first day of this unit, bring to class items in a cup that the students can feel such as pens or rubber bands. Bring to class items that have strong tastes, such as vinegar, mustard, or mayonnaise. Bring items to class with strong odors, such as perfume or onions. While blindfolded, have the students feel, smell, and taste the items. This exercise will enliven their senses.

    b. On the second day, have students use only one sense to describe an object.

    c. On the third day, have the students describe what they smelled when they first woke up that morning.

    d. On the fourth day, have the students write five sentences about what a dog's coat and body feel like.

    e. On the fifth day, have the students describe a room in a house from the point of view of a particular animal--a cat, for instance.

SUGGESTED ACTIVITIES

f. On the sixth day, have the students write a composition which contains the following thesis statement: "I stopped in the middle of the hall and I saw, heard, and smelled. . ."

L. Give test.

M. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1--Composition Plan
2. TM #2--Transitional Expressions
3. TM #3--What is an Outline?

E. Assignment sheets

1. Assignment Sheet #1--Choose Composition Topic
2. Assignment Sheet #2--Limit Topic
3. Assignment Sheet #3--Select Composition Title
4. Assignment Sheet #4--Write Outline
5. Assignment Sheet #5--Write Introductory Paragraph
6. Assignment Sheet #6--Write Body of Composition
7. Assignment Sheet #7--Write Concluding Paragraph
8. Assignment Sheet #8--Prepare Final Copy

F. Answers to assignment sheets

G. Test

H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Forest, Raymond R. *What is Writing?* A Scriptographic Booklet. Greenfield, Massachusetts: Channing L. Bete Co., Inc., 1966.

B. Warriner, John E. *English Workshop.* Fourth Course. New York: Harcourt Brace Jovanovich, Inc., 1973.

C. Warriner, John E., Mary E. Whitten, and Francis Griffith. *English Grammar and Composition.* New York: Harcourt Brace Joavanovich, Inc., 1977.

D. Dr. Nye, Professor of English. Southwestern State University, Weatherford, Oklahoma.

COMPOSITION
UNIT V

INFORMATION SHEET

I. Terms and definitions

  A. Composition--A number of paragraphs on one subject; short essay

  B. Thesis statement--One sentence that states what the entire composition is about; last sentence in introductory paragraph

  C. Title--Name of a composition

  D. Introduction--Beginning; first paragraph in composition

  E. Conclusion--End or finish; last paragraph in composition

  F. Revise--To correct, improve, and write again

  G. Outline--A plan to follow

II. Kinds of compositions and their definitions

  A. Expository--Defines, explains, and interprets

  B. Narrative--Tells a story

  C. Descriptive--Tells how something looks, feels, tastes, smells, or acts

III. Plans to follow when writing a composition (Transparency #1; Assignment Sheets #1-#8)

  A. Choose a topic that you know something about (Assignment Sheet #1)

  EXAMPLE: Horses

  B. Limit the topic (Assignment Sheet #2)

  (NOTE: Rather than write about a large area such as horses, narrow the subject to a certain type of horse, and then to something specific you want to say about that type of horse.)

  EXAMPLE: Quarter horses as working animals

  C. Select a suitable title (Assignment Sheet #3)

  EXAMPLE: The Working Quarter Horse

  (NOTE: The title should create interest and indicate what is being written. Remember, never underline or place in quotation marks the title of your composition.)

INFORMATION SHEET

D. Collect and organize facts (Assignment Sheet #4)

(NOTE: An outline should be written to organize the facts [Transparency #3].)

E. Write an introduction (Assignment Sheet #5)

(NOTE: The introductory paragraph contains a thesis statement, a sentence that states what your entire composition is about. The introductory paragraph should create interest. It may begin with a question, a direct statement about your topic, or general background information.)

EXAMPLE:

Background material →

Throughout much of history, horses have been closely associated with humans. For thousands of years, humans hunted horses for their meat. Later the horse was domesticated, and wandering tribes used them as load-bearers and a source of milk. After the invention of the harness, horses were used to help farmers with their agricultural tasks--plowing, pulling, and stock round-up. Today, in America, machinery has almost totally replaced the horse as a working farm animal. **However, of those horses used in farming, the quarter horse remains as one of America's most valuable working animals.**

Thesis sentence →

F. Write body of composition (Assignment Sheet #6)

(NOTE: The body of a composition should contain one paragraph for each area to be covered. The body may contain three or four paragraphs, each containing a topic sentence that supports the thesis statement in the introductory paragraph. Good transition should be used to link sentences in each paragraph and to link each paragraph to the one before and after it [Transparency #2].)

G. Write a conclusion (Assignment Sheet #7)

(NOTE: The conclusion is the last paragraph. It sums up what has been said in the body of the composition. You may ask a question, take a definite stand, give your opinion, or rephrase the main idea [thesis statement]. Never add new ideas in the concluding paragraph.)

EXAMPLE:

Rephrased thesis sentence →

Therefore, although in America machinery has replaced most working farm horses, the quarter horse remains as one of America's most valuable working animals. Used mainly to work cattle, the quarter horse's agility and stamina allow the farmer to use it in round-up, herding, and sorting cattle. The quarter horse also provides the farmer with a dependable means of transportation for such chores as checking fences and locating stock.

Summary →

H. Write a rough copy

INFORMATION SHEET

I. Revise rough copy (Assignment Sheet #8)

(NOTE: Use a dictionary to look up the spelling of all words you are unsure of. Check to see that all sentences support your topic sentence. Check your wording and revise awkward sentences and fragments. Make sure you have a good title and a well-developed composition.)

J. Write or type final copy neatly

IV. Rules for forming an outline (Assignment Sheet #5; Transparency #3)

A. Write title of composition above outline

EXAMPLE: My Pet Peeves

I.

II.

III.

B. Use Roman numerals for main topics to be covered in body of composition

EXAMPLE: My Pet Peeves

I. At home

II. At school

III. At parties

C. Use capital letters for subtopics

EXAMPLE: My Pet Peeves

I. At home

A. Hearing "I told you so"

B. Arguing about television channels

C. Having to go to bed early

INFORMATION SHEET

D. Include at least two headings at every level

EXAMPLES: Two Roman numerals, two capital letters, and so on

(NOTE: Never have just one main idea or just one subtopic.)

EXAMPLE: My Pet Peeves

I.

A.

B.

II.

A.

B.

E. Do not include introduction and conclusion in outline

(NOTE: The thesis statement may be written below the title, and the conclusion simply headed with a Roman numeral.)

EXAMPLE: How to Apply for a Job

Thesis statement: To be successful, an applicant for a job must prepare carefully for the interview

I. Arranging the interview

A. Writing the re'sume'

B. Writing a letter of application

C. Requesting an appointment

II. Preparing for an interview

A. Study of employer

B. Personal grooming

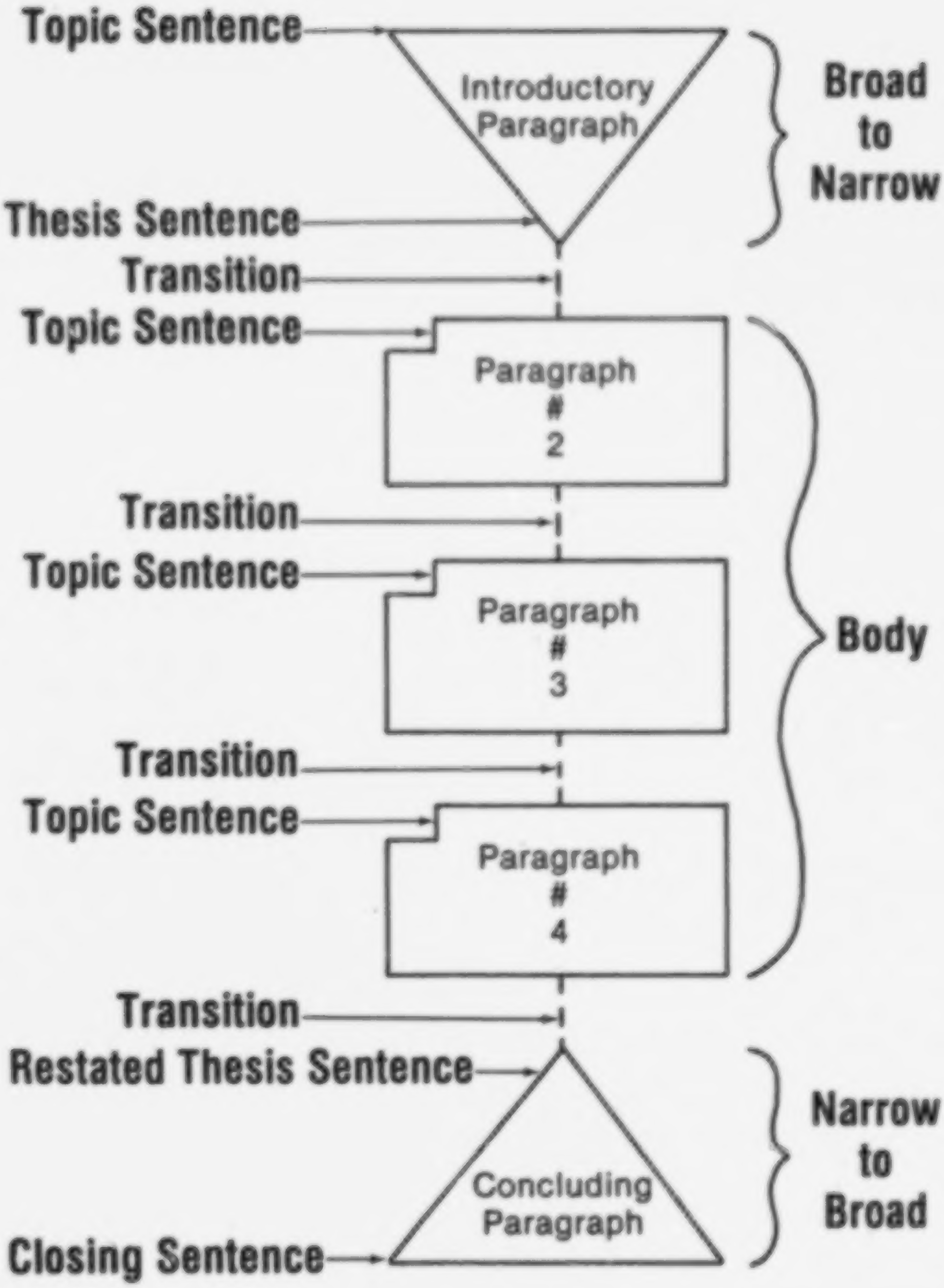
III. Being interviewed

A. When to listen

B. When to ask questions

IV. Conclusion

Composition Plan



Transitional Expressions

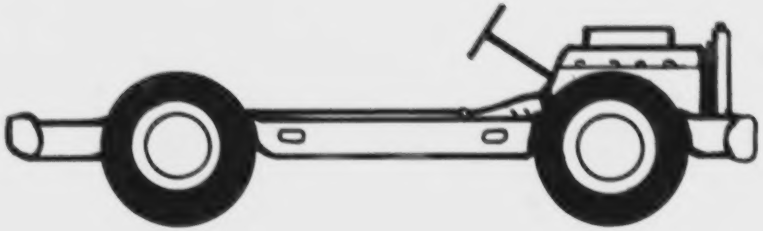
as a result
at the same time
for example
for instance
in addition
in fact
in other words
in conclusion
on the other hand
on the contrary
that is
also
anyhow
besides
first, second, third

furthermore
hence
however
indeed
instead
likewise
meanwhile
nevertheless
otherwise
still
then
therefore
thus
while

What is an Outline ?

A SKELETON

OR A FRAME



An outline forms the framework of a composition, essay, or speech.

TM #3

ENG II - 185-D

COMPOSITION
UNIT V

ASSIGNMENT SHEET #1--CHOOSE COMPOSITION TOPIC

NAME_____________________________________ SCORE________________

When writing a composition, choose a topic about which you know something.

PART I

Choose several topics from the following list. Circle those that you feel you would know something about for writing a composition.

A. Sometimes I dislike . . .

B. I work best when . . .

C. What I would buy if I had one hundred dollars

D. If I could have three wishes, I would ask for . . .

E. I get mad when . . .

F. School rules

G. Don't let anyone step on you

H. Dating

I. Economic problems

J. Having my own way

K. My advice to junior high students is . . .

L. The trouble with going steady

M. Working teenagers

N. Job or school

O. My luck often runs out

P. Why I can't save money

Q. My room at home

R. School snobs

S. Radio vs television

T. Controlling my temper

ASSIGNMENT SHEET #1

U. The straight scoop on my name

V. Cheating

W. My place in the family

X. A family crisis

Y. Understanding myself

Z. Fads

AA. What I look for in a true friend

BB. How to buy a used car

CC. Halloween pranks

DD. How people become great

EE. The pitfalls of gossip

FF. I felt so embarrassed . . .

GG. My age

HH. Going out for track

II. Sports in my life

JJ. Holidays at our house

KK. I found out the hard way . . .

LL. Three things that I cherish

MM. Traditions in my family

NN. A stroke of luck

PART II

Look at the composition topics you have circled. Choose the one that you will use as the composition topic for the composition written in this unit. Write it in the space below.

Composition topic: ____

____

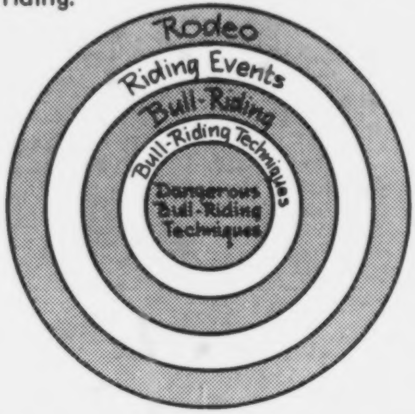
COMPOSITION
UNIT V

ASSIGNMENT SHEET #2--LIMIT TOPIC

NAME______________________________ SCORE______________

Limiting a topic helps you write a clear, direct thesis sentence. Limiting a subject means narrowing the subject down. It is much like a target or the point of an arrow.

EXAMPLE: Thesis sentence: There are several dangerous riding techniques in the rodeo event of bull riding.



A. Limit the topic that you selected from Assignment Sheet #1.

(NOTE: Some of the topics have already been limited. If yours has been limited, choose one that has not and practice narrowing it below.)

____

____

____

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ASSIGNMENT SHEET #2

B. Write a thesis sentence for the composition topic you selected from Assignment Sheet #1.

Thesis sentence: ____

____

____

COMPOSITION
UNIT V

ASSIGNMENT SHEET #3--SELECT COMPOSITION TITLE

NAME____ SCORE____________________

The title of a composition should create interest and indicate what is being written.

PART I

Select a good title for compositions containing the following points. Circle the best title.

A.
1. A Good Business
2. The Murphy's
3. Murphy's Monkey Business

a. The Murphy's are one of the jolliest families on our block.
b. They have more fun than a barrel of monkeys.
c. Mr. Murphy is a former sea captain.
d. Hurrying back from one of his journeys, he bought two lively monkeys.
e. On his next trip, he bought two more.
f. The Murphy's built a backyard playground for their monkeys.
g. Every day Mr. and Mrs. Murphy feed and play with their monkeys.
h. Mr. Murphy started a business in which he rents a monkey to entertain at children's birthday parties.
i. The neighbors and neighborhood children like to visit the Murphy's backyard.
j. They enjoy the Murphy's monkey business.

B.
1. The Advantages of Attending School
2. School
3. School and Friendship

a. Lots of people don't want to go to school.
b. I stopped going to school for a while, but then I went back.
c. I knew that if I didn't stay in school, I would never get a good job.

ASSIGNMENT SHEET #3

d. I decided that I liked to learn about people and places that I had never heard of before.

e. When I am in school I get a chance to do things that I cannot do at home; I can use the school's supplies, machines, and tools.

f. School is also a place to make friends.

g. Even the school lunches are better than a peanut butter and jelly sandwich eaten alone.

h. I am glad that I went back to school.

C. 1. What Makes Dogs Sick

2. Training a Dog

3. Taking Good Care of a Dog

a. It is important to take good care of a dog.

b. Dogs must be fed high protein food, but they should not be allowed to get fat.

c. Dogs should never be fed candy or table food.

d. You should brush a dog's coat to keep it clean and shiny.

e. Dogs should be bathed once a month with a shampoo that kills fleas and ticks.

f. Dogs need exercise and should be allowed to walk and run outdoors.

g. Dogs should be taken to the veterinarian's for regular check-ups and necessary preventative innoculations.

h. Dogs need discipline and training.

i. Never hit a dog; a scolding works just as well.

j. Dogs need kindness and praise.

PART II

Write a good title for the composition topic you selected from Assignment Sheet #1.

Title: ____

____

COMPOSITION
UNIT V

ASSIGNMENT SHEET #4–WRITE OUTLINE

NAME________________________ SCORE____________

Writing an outline helps you collect and organize facts for your composition. It also helps you place your facts in logical order.

PART I

Write outlines for each group of points below. Remember to include a Roman numeral II for every Roman numeral I, and a B. for every A.

A. Being away from family
Causes of homesickness
Making friends
Curing homesickness
Feeling insecure
Finding new interests

B. My indoor hobbies
My outdoor hobbies
Making jewelry
Gardening
Playing the piano
Reading
Working on my car

ASSIGNMENT SHEET #4

C. Causes of automobile accidents
Stricter laws
Mechanical failures
Car inspections
Lack of judgment
Prevention of automobile accidents

____

____

____

____

____

____

D. Fast
Quiet
Advantages of sailboats
Involve skill
Can be used in all weather
Inexpensive to operate
Advantages of motorboats

____

____

____

____

____

____

____

ASSIGNMENT SHEET #4

PART II

Write an outline for your composition. Refer to your Information Sheet if necessary.

COMPOSITION
UNIT V

ASSIGNMENT SHEET #5--WRITE INTRODUCTORY PARAGRAPH

NAME_______________________________ SCORE______________

The introductory paragraph should contain as its last sentence a thesis statement. This sentence tells what your entire composition is about. The introductory paragraph should also create interest. It may begin with a question, a direct statement about your topic, or general background information.

Write an introductory paragraph containing the thesis sentence you wrote in Assignment Sheet #2. Underline your thesis sentence.

COMPOSITION
UNIT V

ASSIGNMENT SHEET #6–WRITE BODY OF COMPOSITION

NAME______________________________ SCORE______________

The body of a composition should contain one paragraph for each area of the topic to be covered. It may contain three or four paragraphs. Each paragraph should contain a topic sentence that supports the thesis statement in the introduction.

Write the body for your composition. Be sure to indent for each new paragraph, and remember to use good transition between sentences and paragraphs. Underline the topic sentence in each paragraph.

ASSIGNMENT SHEET #6

COMPOSITION
UNIT V

ASSIGNMENT SHEET #7--WRITE CONCLUDING PARAGRAPH

NAME______________________________ SCORE______________

The conclusion is the last paragraph of a composition. It brings to a conclusion or sums up what has been said in the body of the composition. You may ask a question, take a definite stand, give your opinion, or rephrase the main idea (thesis statement). Remember not to include new ideas in the concluding paragraph.

Write the concluding paragraph for your composition.

COMPOSITION
UNIT V

ASSIGNMENT SHEET #8-PREPARE FINAL COPY

NAME_______________________________________ SCORE__________________

Writing the final copy of the composition should be the last part of composition writing.

PART I

Revise your composition. Read it carefully, checking for grammar, punctuation, and spelling errors. Make sure that you have indented for each paragraph and have used good transition between sentences and paragraphs.

(NOTE: A good way to check a composition before writing the final copy is to read it aloud. Step into the hall or go to a quiet corner of the room and read your rough draft slowly to yourself. Correct errors and awkward spots as you hear them.)

PART II

Write the final copy of your composition. Use an ink pen and your own paper. Be neat.

COMPOSITION
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

PART I

A. 3

B. 1

C. 3

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

PART I

A. I. Causes of homesickness
    A. Being away from family
    B. Feeling insecure
  II. Curing homesickness
    A. Finding new interests
    B. Making friends

B. I. My indoor hobbies
    A. Making jewelry
    B. Playing the piano
    C. Reading
  II. My outdoor hobbies
    A. Gardening
    B. Working on my car

ANSWERS TO ASSIGNMENT SHEETS

C. I. Causes of automobile accidents

   A. Mechanical failures

   B. Lack of judgment

   II. Prevention of automobile accidents

   A. Car inspections

   B. Stricter laws

D. I. Advantages of motorboats

   A. Can be used in all weather

   B. Fast

   II. Advantages of sailboats

   A. Involve skill

   B. Inexpensive to operate

   C. Quiet

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

COMPOSITION
UNIT V

TEST

NAME______________________________ SCORE______________

1. Match the following terms to their correct definitions. Write the correct numbers in the blanks.

_____a. A plan to follow

_____b. Name of a composition

_____c. End or finish; last paragraph in composition

_____d. One sentence that states what the entire composition is about; last sentence in introductory paragraph

_____e. To correct, improve, and write again

_____f. A number of paragraphs on one subject; short essay

_____g. Beginning; first paragraph in composition

1. Composition
2. Introduction
3. Revise
4. Outline
5. Conclusion
6. Title
7. Thesis statement

2. Match kinds of compositions to their correct definitions. Write the correct numbers in the blanks.

_____a. Tells a story

_____b. Tells how something looks, feels, tastes, smells, or acts

_____c. Defines, explains, and inteprets

1. Expository
2. Narrative
3. Descriptive

3. Select from the following list plans to follow when writing a composition. Write an "X" in the blank before each correct answer.

_____a. Choose a topic that you don't know much about, so that you can learn more

_____b. Choose a topic that you know something about

_____c. Limit the topic

_____d. Do not write a title

_____e. Select a suitable title

_____f. Write an introduction

TEST

______g. Collect and organize facts

______h. Write body of composition

______i. Write a conclusion

______j. Do not write a rough copy

______k. Write a rough copy

______l. Revise rough copy

______m. Write or type final copy neatly

4. Select from the following list rules for forming an outline. Write an "X" in the blank before each correct answer.

______a. Write title of composition above outline

______b. Use Roman numerals for main topics to be covered in body of composition

______c. Never use capital letters in an outline

______d. Use capital letters for subtopics

______e. Include at least two headings at every level

______f. Include introduction and conclusion in outline

______g. Do not include introduction and conclusion in outline

5. Write a composition. Write a well-developed composition containing a title, an introduction, body, and conclusion. Use one of the following suggested topics or choose your own. Use scratch paper for your rough draft. Write your final copy neatly on the following pages.

a. Job Satisfaction

b. Working Teenagers

C. My Family and My Career

d. Friendship

e. Making My Own Decisions

TEST

TEST

COMPOSITION
UNIT V

ANSWERS TO TEST

1. a. 4
   b. 6
   c. 5
   d. 7
   e. 3
   f. 1
   g. 2

2. a. 2
   b. 3
   c. 1

3. b, c, e, f, g, h, i, k, l, m

4. a, b, d, e, g

5. Evaluated to the satisfaction of the instructor

ADJECTIVES
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to define, select, and use adjectives. The student should also be able to distinguish adjectives from pronouns. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Define *adjective.*
3. Select "a" or "an" before nouns.
4. Distinguish between adjectives and pronouns.
5. Write adjectives to modify nouns.
6. Select adjectives in sentences.

ADJECTIVES
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparency.

   B. Provide students with objective sheet.

   C. Discuss unit and specific objectives.

   D. Provide students with information and assignment sheets.

   E. Discuss information and assignment sheets.

   F. Play an adjective memory game. Start the game by giving the class a common noun such as *tree* or *woman*. Each student is to name an adjective describing the noun. Each student must repeat all preceding adjectives.

   G. Play an adjective game. Take a very simple story or nursery rhyme. Remove all adjectives. In their place substitute blanks. Before the game begins, each student is to write three adjectives. One student is chosen to read the story aloud. As that student gets to a blank in the story, he or she calls on another student. That student must supply one of his or her three adjectives. The game continues until story is complete.

   H. Use any basic grammar text available for supplementary exercises if needed.

   I. Give test.

   J. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency master: TM #1--Adjectives

   E. Assignment sheets

      1. Assignment Sheet #1--Distinguish Between Adjectives and Pronouns

      2. Assignment Sheet #2--Write Adjectives to Modify Nouns

      3. Assignment Sheet #3--Select Adjectives in Sentences

SUGGESTED ACTIVITIES

4. Assignment Sheet #4--Select "a" or "an" Before Nouns
5. Assignment Sheet #5--Complete an Adjective Crossword Puzzle

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Pence, R.W., and D.W. Emery. *A Grammar of Present-Day English*. New York: The MacMillan Company, 1963.

B. Warriner, John E., and Sheila Laws Graham. *English Grammar and Composition*, Second Course. New York: Harcourt, Brace, Jovanovich, 1977.

ADJECTIVES
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Consonants--All the letters in the alphabet that are not vowels

  B. Define--To tell what a word or term means

  C. Modify--Describe

  D. Noun--Part of speech that names a person, place, thing, or idea

  E. Pronoun--Part of speech that takes the place of a noun

  F. Vowels--Letters *a, e, i, o, u,* and sometimes *y*

II. Adjective--Part of speech used to modify a noun or pronoun

(NOTE: Adjectives usually answer the questions *what kind, which one,* and *how many.* Adjectives are sometimes separated by other words from the nouns or pronouns that they modify. [Transparency #1; Assignment Sheets #1-#5])

EXAMPLES: The speech was *successful.* (What kind?)
Tall women (What kind?)
Those people (Which one?)
Five times (How many?)

(NOTE: *A, an,* and *the* are special adjectives, sometimes called *articles.* In this class, they will be called adjectives.)

III. Use of "a" and "an" (Assignment Sheet #4)

  A. A--Used before words beginning with a consonant sound

  EXAMPLES: *a* rag, *a* friend, *a* dish, *a* party

  B. An--Used before words beginning with a vowel sound (*a, e, i, o, u,* and sometimes *y*) or with a silent *h*

  EXAMPLES: *an* apple, *an* orange, *an* honor

IV. Difference between adjectives and pronouns--Adjectives describe (modify) nouns and pronouns; pronouns take the place of nouns (Assignment Sheets #1 and #5)

(NOTE: Parts of speech are determined by *use* in a sentence.)

EXAMPLES: *Each* did the assignment.
Each = pronoun (takes place of noun)

INFORMATION SHEET

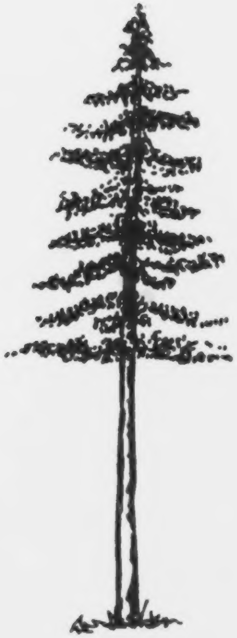
Each person did the assignment.
Each = adjective (modifies noun *person*)

Whose are these?
Whose = pronoun (takes place of noun)

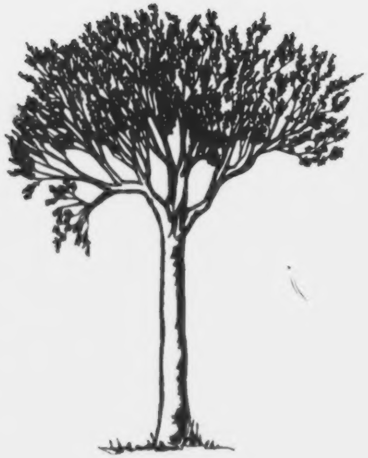
Whose gloves are these?
Whose = adjective (modifies gloves)

Adjectives

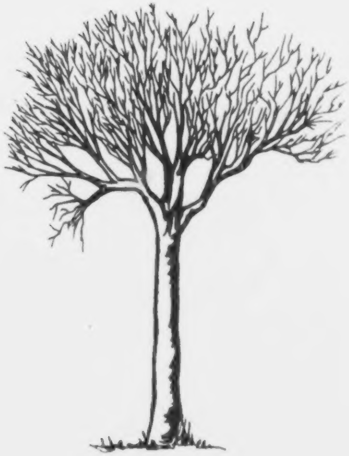
Modify Nouns and Pronouns



tall tree



small tree



bare tree

Christmas tree

ADJECTIVES
UNIT I

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN ADJECTIVES AND PRONOUNS

NAME ____________________ SCORE __________

Adjectives modify nouns or pronouns; pronouns take the place of nouns. Some words can be either adjectives or pronouns, depending upon how they are used in the sentence.

EXAMPLES: Each chose a tool. (pronoun; takes the place of noun)
Each worker chose a tool. (adjective; modifies noun *worker*)

Decide whether the underlined word is an adjective or pronoun. Write "adjective" in the space provided if the word is an adjective. Write "pronoun" in the space provided if the word is a pronoun.

(NOTE: Look for a noun directly after the underlined word. If a noun directly follows the underlined word, then the underlined word is an adjective.)

EXAMPLE: That saw is the tool to use. adjective

A. Whose pen is this? __________

B. Whose is this? __________

C. His cat is a calico cat. __________

D. That is his. __________

E. Some of the people have gone. __________

F. Some people came early. __________

G. None of the students finished. __________

H. No student finished. __________

I. Several people walked home. __________

J. Several came early. __________

ADJECTIVES
UNIT I

ASSIGNMENT SHEET #2--WRITE ADJECTIVES TO MODIFY NOUNS

NAME______________________________ SCORE______________

Adjectives modify nouns or pronouns. They often answer the questions *which one, what kind,* or *how many.*

PART I

Write five adjectives for each of the following nouns. *A, an,* and *the* are always adjectives, but do not use them in this assignment. In the second blank, write the question that the adjective you chose answers.

EXAMPLE: A. student-- tall student what kind?
that student which one?
one student How many?
clever student What kind?
intelligent student What kind?

A. street-- ______________ street ______________
______________ street ______________
______________ street ______________
______________ street ______________
______________ street ______________

B. town-- ______________ town ______________
______________ town ______________
______________ town ______________
______________ town ______________
______________ town ______________

C. teacher-- ______________ teacher ______________
______________ teacher ______________
______________ teacher ______________
______________ teacher ______________
______________ teacher ______________

ASSIGNMENT SHEET #2

D. tools-- ______________ tools ______________
______________ tools ______________
______________ tools ______________
______________ tools ______________
______________ tools ______________

E. winter-- ______________ winter ______________
______________ winter ______________
______________ winter ______________
______________ winter ______________
______________ winter ______________

F. game-- ______________ game ______________
______________ game ______________
______________ game ______________
______________ game ______________
______________ game ______________

G. person-- ______________ person ______________
______________ person ______________
______________ person ______________
______________ person ______________
______________ person ______________

H. day-- ______________ day ______________
______________ day ______________
______________ day ______________
______________ day ______________
______________ day ______________

ASSIGNMENT SHEET #2

I. infant-- ____________________ infant ____________________

____________________ infant ____________________

____________________ infant ____________________

____________________ infant ____________________

____________________ infant ____________________

J. garden-- ____________________ garden ____________________

____________________ garden ____________________

____________________ garden ____________________

____________________ garden ____________________

____________________ garden ____________________

K. box-- ____________________ box ____________________

____________________ box ____________________

____________________ box ____________________

____________________ box ____________________

____________________ box ____________________

L. class-- ____________________ class ____________________

____________________ class ____________________

____________________ class ____________________

____________________ class ____________________

____________________ class ____________________

M. experience-- ____________________ experience ____________________

____________________ experience ____________________

____________________ experience ____________________

____________________ experience ____________________

____________________ experience ____________________

ASSIGNMENT SHEET #2

N. car-- ______ car ______
______ car ______
______ car ______
______ car ______
______ car ______

O. worker-- ______ worker ______
______ worker ______
______ worker ______
______ worker ______
______ worker ______

PART II

Write an adjective in each blank to describe the noun following it. *A, an* and *the* are always adjectives, but do not use them in this assignment.

EXAMPLE: A clean tool works better than a dirty tool.

A. The ______ nurse helped the ______ patient.

B. The ______ baby-sitter sang a ______ song to the ______ baby.

C. The ______ wind blew the ______ trees.

D. ______ men helped build the ______ home.

E. Jeff tied a ______ ribbon to the ______ tree.

F. Harold helped repair the ______ engine on the ______ car.

G. Timmy watched his ______ brother fix the ______ tire.

ASSIGNMENT SHEET #2

H. Constance wanted to become a ______________________ model or a ________ __________________ designer.

I. The teacher loaned the ______________________ student __________________ ______________ pen.

J. The ______________________ class was silent as they watched the teacher write a ______________________ lesson on the board.

ADJECTIVES
UNIT I

ASSIGNMENT SHEET #3--SELECT ADJECTIVES IN SENTENCES

NAME____ SCORE __________________

Adjectives modify or describe nouns or pronouns.

PART I

The nouns in the following sentences are underlined. Circle each adjective that modifies a noun. Remember that *a, an* and *the* are always adjectives. The number at the end of the sentence tells you how many adjectives you should have circled.

EXAMPLE: Janice put the dirty dishes on the low dishwasher rack(5)

A. Jane used hot, sudsy water to wash the dishes. (3)

B. She also used hot rinse water to rinse the dishes of soap. (3)

C. Mrs. Tillman went to the local store to buy dishwasher detergent. (3)

D. Cal used a small, stiff brush to clean the sticky range. (5)

E. Terry wrapped the frozen foods in several thicknesses of newspaper. (3)

F. Todd used a mixing stick to stir the contents in the paint bucket until he had smooth paint. (6)

G. Five students met at dawn to begin work on the new gym. (3)

H. The new boss wore light polyester clothing. (4)

I. A fuse went out, and the Smiths lost all of the frozen food. (4)

J. The best welder in the small town advertised for a helper. (5)

K. A lot of the students in the local high school wanted to apply. (5)

L. A few of them did apply, hoping to become the second best welder. (4)

M. The best welder took the applications and studied them. (3)

N. He narrowed the applicants to two welders from the local area. (4)

O. He finally decided to send for the records of the two students from the high school. (5)

P. Both of the students gave the high school permission to send their school records to Mr. Carlson, the best welder in town. (7)

Q. One applicant had been absent thirty-five days during the last school year. (5)

ASSIGNMENT SHEET #3

R. The other applicant had missed only four days during the same school year. (6)

S. Mr. Carlson decided that he needed a steady, consistent helper. (3)

T. The student who had missed only four school days got the job. (4)

PART II

Circle each adjective in the following sentences. The numbers at the end of each sentence tell you how many adjectives you should have circled.

EXAMPLE: Tack that narrow molding to the outside edges. (4)

A. Five new students enrolled in CVET. (2)

B. The five new students were brothers and sisters. (3)

C. They had been enrolled in the CVET program at Ada. (2)

D. Stephen was a good welder; Jeff was an excellent carpenter; Terri was a good mason; Kate was an excellent electrician; and Tim excelled in cooking. (8)

E. The tall teacher was once a professional football player. (5)

F. He had played for six years before quitting. (1)

G. He suffered a leg injury the last year of playing. (4)

H. The leg injury forced him to quit playing football. (2)

I. He still liked to tell long, involved, interesting stories about his football days. (5)

J. His students enjoyed hearing the interesting replays and didn't mind getting out of some work. (4)

PART III

Circle each adjective in the following sentences.

EXAMPLE: Do you know how to make a light, fluffy omelet?

A. The local business group gave a dinner for a successful businessman, Mr. Wilson.

B. Mr. Wilson gave an after-dinner speech.

C. He spoke about how his business had grown and about the workers he had hired.

D. Some of his best workers were high school students who had worked after their day in school.

E. He hired seven students after they graduated.

ASSIGNMENT SHEET #3

F. Mr. Wilson told funny stories about his many long years in business.

G. He ended his speech by praising the local town and the local school.

H. The appreciative audience gave him a standing ovation.

I. The local business group gave him a gold watch.

J. Mr. Wilson had a good evening.

ADJECTIVES
UNIT I

ASSIGNMENT SHEET #4--SELECT "A" OR "AN" BEFORE NOUNS

NAME____ SCORE__________________

A and *an* are always adjectives. Use *a* before words that begin with a consonant sound. Use *an* before words that begin with a vowel sound or silent *h*.

EXAMPLES: *a* rag, *a* friend (*r* and *f* are consonant sounds; use *a*)

an apple, *an* orange (*a* and *o* are vowel sounds; use *an*)

Write *a* or *an* in the space provided in the following sentences.

A. _____ concert will be held on Friday.

B. _____ original musical piece by Tim Hobbs will be played.

C. Connie and James each bought _____ ticket.

D. Connie wanted _____ seat near the front.

E. They decided to go in _____ car together.

F. At the concert, Connie bought _____ program.

G. James did not buy _____ program.

H. _____ important part of the program was the music of Tim Hobbs.

I. It was _____ honor to listen to him.

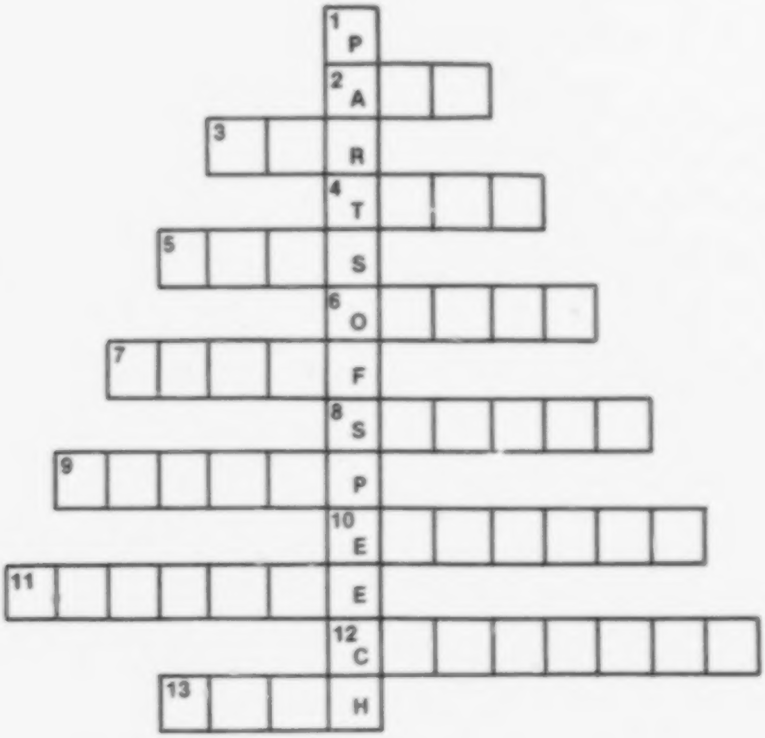
J. _____ audience of 5,000 loved it.

ADJECTIVES
UNIT I

ASSIGNMENT SHEET #5--COMPLETE AN ADJECTIVE CROSSWORD PUZZLE

NAME ______________________________ SCORE ______________

Complete the following crossword puzzle by selecting the correct adjective in each clue sentence. One down has been done for you.



2. Ned and Ann replaced the engines' air cleaners because the cleaners were all worn out.
3. The jar lid had a rubber sealing edge and metal snap bar.
4. Nancy nailed the tail joist to the header.
5. This baseball team needs new hats and baseball bats.
6. That newly oiled hinge opens smoothly.
7. The gruff thief stole the scarf from the shelf.
8. Please replace the cylinder's sleeve valve.
9. This engine is in tiptop condition.
10. That exhaust fan needs to be cleaned by experts.
11. Examine that carbide bit, and replace it if necessary.
12. Now we conclude today's cement job by creating the concrete floor.
13. Each path is much the same as this path.

ADJECTIVES
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. Adjective
B. Pronoun
C. Adjective
D. Pronoun
E. Pronoun
F. Adjective
G. Pronoun
H. Adjective
I. Adjective
J. Pronoun

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

PART I

A. hot, sudsy, the
B. hot, rinse, the
C. the, local, dishwasher
D. a, small, stiff, the, sticky
E. the, frozen, several
F. a, mixing, the, the, paint, smooth
G. Five, the, new
H. The, new, light, polyester
I. A, the, the, frozen
J. The, best, the, small, a
K. A, the, the, local, high
L. A, the, second, best
M. The, best, the
N. the, two, the, local
O. the, the, two, the, high
P. the, the, high, their, school, the, best
Q. One, thirty-five, the, last, school
R. The, other, four, the, same, school
S. a, steady, consistent
T. The, four, school, the

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. Five, new

B. The, five, new

C. the, CVET

D. a, good, an, excellant, a, good, an, excellent

E. The, tall, a, professional, football

F. six

G. a, leg, the, last

H. The, leg

I. long, involved, interesting, his, football

J. His, the, interesting, some

PART III

A. The, local, business, a, a, successful

B. an, after-dinner

C. his, the

D. his, best, high, school, their

E. seven

F. funny, his, many, long

G. his, the, local, the, local

H. The, appreciative, a, standing

I. The, local, business, a, gold

J. a, good

Assignment Sheet #4

A. A

B. An

C. a

D. a

E. a

F. a

G. a

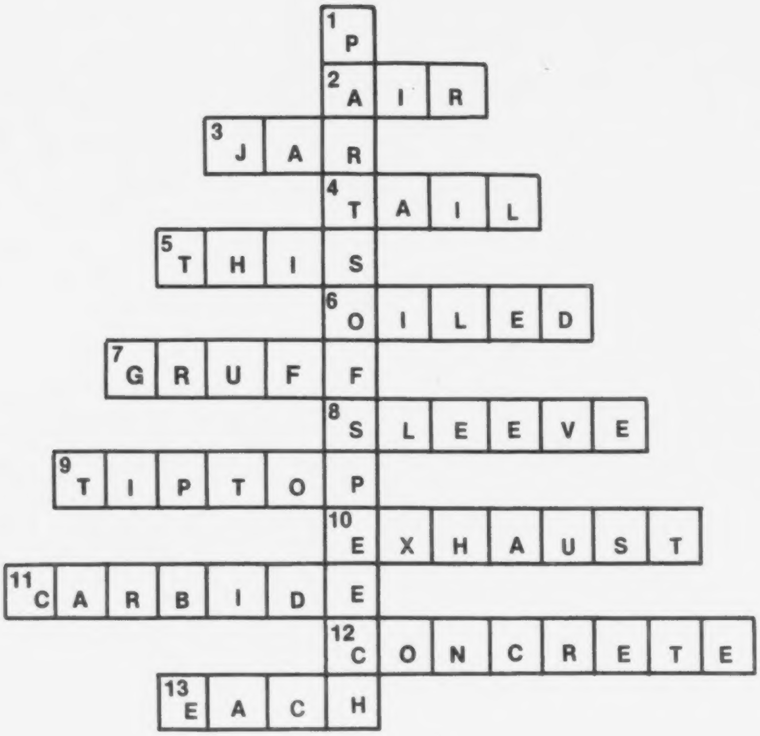
H. An

I. an

J. An

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5



ADJECTIVES
UNIT I

TEST

NAME________________________________ SCORE______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Part of speech that takes the place of a noun
______b. Letters *a, e, i, o, u*, and sometimes *y*
______c. All the letters in the alphabet that are not vowels
______d. Describe
______e. Part of speech that names a person, place, thing, or idea
______f. To tell what a word or term means

1. Modify
2. Noun
3. Pronoun
4. Vowels
5. Consonants
6. Define

2. Define *adjective*.

____

____

3. Select "a" or "an" before nouns. Write "a" or "an" in the blanks in the following sentences.

a. ______ concert will be held on Friday.
b. ______ original musical piece by Tim Hobbs will be played.
c. Take ______ aspirin and drink fluids.
d. That was ______ mistake that I will not make again.
e. Bradford wrote ______ honest account of the pilgrims.

4. Distinguish between adjectives and pronouns. Write "adjective" in the blank if the underlined word is an adjective. Write "pronoun" in the blank if the underlined word is a pronoun.

a. Whose overcoat is this? ____________________________
b. Whose is this? ____________________________
c. That pencil is mine. ____________________________
d. That is mine. ____________________________

TEST

5. Write adjectives to modify nouns. Write five different adjectives to modify each noun given. Do not use *a, an*, or *the*.

PART I

a. tree-- ______________________ tree

______________________ tree

______________________ tree

______________________ tree

______________________ tree

b. lady-- ______________________ lady

______________________ lady

______________________ lady

______________________ lady

______________________ lady

PART II

Write an adjective in each of the following blanks. Do not use *a, an*, or *the*.

a. The ____________________ teacher helped the ____________________ student.

b. The worker loaned the ____________________ helper a ____________________ tool.

c. ____________________ people like ____________________ work.

d. I like ____________________ jobs and ____________________ work.

e. They are ____________________ people and ____________________ neighbors.

6. Select adjectives in sentences. Circle each adjective in the following sentences.

a. Bernie used paste wax to polish the dull, old jalopy.

b. The housekeeping aide vacuumed the dirty carpet with an upright vacuum.

c. Always tie back long hair before working on moving machinery.

d. An electric motor made a steady, low humming sound.

ADJECTIVES
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 4
   c. 5
   d. 1
   e. 2
   f. 6

2. Part of speech used to modify a noun or pronoun

3. a. A
   b. An
   c. an
   d. a
   e. an

4. a. Adjective
   b. Pronoun
   c. Adjective
   d. Pronoun

5. Evaluated to the satisfaction of the instructor

6. a. paste, the, dull, old
   b. The, housekeeping, the, dirty, an, upright
   c. long, moving
   d. An, electric, a, steady, low, humming

ADVERBS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to define, identify, and use adverbs in sentences. The student should also be able to distinguish adverbs from prepositions. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Define *adverb*.
3. Distinguish between adverbs and prepositions.
4. Distinguish between adverbs and adjectives.
5. Select adverbs that modify verbs.
6. Write adverbs that modify verbs.
7. Select adverbs that modify adjectives or other adverbs.
8. Write adverbs that modify adjectives or other adverbs.
9. Select adverbs.
10. Write adverbs in sentences.

ADVERBS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Discuss unit and specific objectives.

   D. Provide students with information and assignment sheets.

   E. Discuss information and assignment sheets.

   F. Play "Adverb Charades." Give each student a different adverb that could modify the verb "walk." Each student is to walk across the front of the room in the manner of his or her adverb. The rest of the class tries to guess the adverb.

   G. Use any basic grammar text available for supplementary exercises if needed.

   H. Give test.

   I. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency masters

      1. TM #1--Adverbs

      2. TM #2--Adverbs that Modify Verbs

      3. TM #3--Adverbs that Modify Adjectives or Other Adverbs

   E. Assignment sheets

      1. Assignment Sheet #1--Distinguish Between Adverbs and Prepositions

      2. Assignment Sheet #2--Distinguish Between Adverbs and Adjectives

SUGGESTED ACTIVITIES

3. Assignment Sheet #3--Select Adverbs that Modify Verbs
4. Assignment Sheet #4–Write Adverbs that Modify Verbs
5. Assignment Sheet #5--Select Adverbs that Modify Adjectives or Other Adverbs
6. Assignment Sheet #6--Write Adverbs that Modify Adjectives or Other Adverbs
7. Assignment Sheet #7--Select Adverbs
8. Assignment Sheet #8--Write Adverbs in Sentences
9. Assignment Sheet #9--Complete an Adverb Word Search

F. Answers to assignment sheets

G. Test

H. Answers to test

II. Unit references

A. Pence, R.W., and D.W Emery. *A Grammar of Present-Day English*. New York: MacMillan Company, 1963.

B. Warriner, John E., and Sheila Laws Graham. *English Grammar and Composition*, Second Course. New York: Harcourt Brace Jovanovich, 1977.

ADVERBS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Adjective--Part of speech that modifies a noun or pronoun

   B. Define--To tell what a word means

   C. Modify--Describe

   D. Object of preposition--Noun or pronoun that follows a preposition

   E. Preposition--Part of speech that shows the relationship of noun or pronoun to some other word in sentence

   F. Verb--Part of speech used to show action or link the subject to a noun, pronoun, or adjective that follows

II. Adverb--Part of speech that modifies a verb, adjective, or other adverb (Transparencies #1-#3; Assignment Sheets #1-#9)

(NOTE: Knowing that the word *verb* is part of the word *adverb* will help you remember that the adverb's main job is to modify verbs. Adverbs often end in "-ly" and often answer the questions *where, when, how,* and *how much.)*

EXAMPLES: MODIFYING VERBS

He walked *there*. (tells where he walked)

He walked *yesterday*. (tells when he walked)

He walked *slowly*. (tells how he walked)

MODIFYING ADJECTIVES

Her hair was *very* long. (tells how much, to what extent)

The guests were *rather* noisy. (tells how much, to what extent)

MODIFYING OTHER ADVERBS

The guests left *very* late. (tells how late they left)

The speaker spoke *exceedingly* fast. (tells how fast he spoke)

INFORMATION SHEET

[redacted] -

III. Difference between adverbs and prepositions--Prepositions take objects; adverbs do not (Assignment Sheet #1)

EXAMPLES: The child played *outside* the house.
outside = preposition
house = object of preposition

The child played *outside*.
played = verb
outside = adverb (no object)

The lamp fell *off* the table.
off = preposition
table = object of preposition

The lamp fell *off*.
fell = verb
off = adverb (no object)

IV. Difference between adverbs and adjectives (Assignment Sheet #2)

A. Adverbs modify verbs, adjectives, and other adverbs

EXAMPLES:

MODIFYING VERB

Jeff ran *quickly*. (*quickly* modifies verb *ran*)

MODIFYING ADJECTIVE

She combed her *extremely* long hair. (*extremely* modifies adjective *long*)

MODIFYING ADVERB

He ran *too* slowly. (*too* modifies adverb *slowly*)

B. . Adjectives modify nouns and pronouns

EXAMPLES:

MODIFYING NOUN

She combed her *long* hair. (*long* modifies noun *hair*)

MODIFYING PRONOUN

I feel sorry for poor *little* me. (*little* modifies pronoun *me*)

Adverbs

Modify Verbs, Adjectives, Other Adverbs

Modifying Verb
Jane ran slowly. (Tells how she ran.)

Modifying Adjective
Jane's stride is very short. (Tells how short.)

Modifying Adverb
Jane ran quite slowly. (Tells how slowly.)

Adverbs That Modify Verbs

Adverbs answer four questions about the action of any verb.

Sam worked	When?	today, now, then, soon, always, never, sometimes
	Where?	here, there, outside, inside, back, around, far
	How?	well, fast, slowly, rapidly, skillfully, expertly, efficiently
	How Much?	much, long, continually, often, frequently

Adverbs That Modify Adjectives or Other Adverbs

Some adverbs are used to control the intensity (power) of other adverbs and adjectives.

MODIFY ADJECTIVES	MODIFY ADVERBS
too slow	too slowly
very cautious	very cautiously
so easy	so easily
quite smooth	quite smoothly
rather skillful	rather skillfully
more frequent	more frequently

ADVERBS
UNIT II

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN ADVERBS AND PREPOSITIONS

NAME ______________________ SCORE ____________

Some words can be prepositions or adverbs, depending upon how they are used in the sentence. A preposition takes an object; an adverb does not.

EXAMPLES: We jumped *off*. (*off* is an adverb; no object)
We jumped *off* the roof. (*off* is a preposition; *roof* is the object of *off*.)

Decide if the underlined word is an adverb or preposition. Write "adverb" in the space provided if the word is an adverb. Write "preposition" in the space provided if the word is a preposition.

EXAMPLE: The band marched by. adverb

A. The plane circled above. ____________

B. The plane circled above our heads. ____________

C. We stayed within. ____________

D. We stayed within the shelter. ____________

E. The sailors went below. ____________

F. The sailors went below deck. ____________

G. The crew climbed aboard. ____________

H. The crew climbed aboard the ship. ____________

I. We sat beneath the tree. ____________

J. The snake lurks beneath the rock. ____________

K. A truck drove past. ____________

L. A truck drove past us. ____________

M. Lazily we walked along the beach. ____________

N. Lazily we walked along. ____________

O. A hard-hit baseball whizzed by. ____________

P. I found the pen on the table. ____________

ASSIGNMENT SHEET #1

Q. The wind whistled around the house. ______________________________

R. The wind whistled around. ______________________________

S. The students went inside to escape the rain. ______________________________

T. But the air inside the school was stuffy. ______________________________

ADVERBS
UNIT II

ASSIGNMENT SHEET #2--DISTINGUISH BETWEEN ADVERBS AND ADJECTIVES

NAME ______________________ SCORE ____________

Adverbs modify verbs, adjectives, or other adverbs. Adjectives modify nouns or pronouns.

Write "adjective" in the space provided if the underlined word is an adjective. Write "adverb" in the space provided if the underlined word is an adverb.

EXAMPLE: The baby has a fever and doesn't feel well. adjective

A. Jeff sawed the lumber quickly. ____________

B. Jeff sawed the light lumber quickly. ____________

C. Leo slowly completed his test. ____________

D. Leo completed his long test. ____________

E. Claudia pinned her long hair. ____________

F. Claudia hurriedly pinned her long hair. ____________

G. The boss spoke loudly to the employees. ____________

H. The boss spoke loudly to the seven employees. ____________

I. The welder finished the job perfectly. ____________

J. The dog ran too fast to be caught. ____________

K. Maria combed her extremely long hair. ____________

L. Maria combed her extremely long hair. ____________

M. The instructor pointed out the dangers. ____________

N. The instructor ran the machines safely. ____________

O. Too many people do not listen. ____________

P. Carla applied for a new job. ____________

Q. She wrote neatly on her application form. ____________

R. The red car was new. ____________

S. The machine ran smoothly. ____________

T. The mechanic fixed the car. ____________

ADVERBS
UNIT II

ASSIGNMENT SHEET #3--SELECT ADVERBS THAT MODIFY VERBS

NAME ______________________________ SCORE ______________

Adverbs are words that modify verbs, adjectives, or other adverbs.

In this assignment sheet, the adverbs modify only verbs. The verbs are underlined. Circle the adverbs.

EXAMPLE: The tools always seem sharp.

A. Mr. Taylor carefully planned the wiring layout.

B. Janis easily named the information on the motor plate.

C. The mechanic thoroughly cleaned the electric motor.

D. John quickly named four types of squares.

E. The student identified loudly the four types of wrenches.

F. McGee softly named three types of vises.

G. Karen fell down.

H. Mrs. Carlson, a good friend, lives nearby.

I. The fire started here.

J. The fire department responded quickly to the call.

K. The fire burned rapidly.

L. But the fire fighter worked efficiently.

M. Janet wrote neatly on her job application.

N. She answered each question well.

O. She sincerely wanted the job.

P. Her application was answered promptly.

Q. She begins work soon.

R. She could scarcely believe it.

S. Her job paid well.

T. She celebrated cheerfully.

ADVERBS
UNIT II

ASSIGNMENT SHEET #4--WRITE ADVERBS THAT MODIFY VERBS

NAME ________________________________ SCORE ______________

Write an adverb in each blank in the following sentences. These adverbs will modify verbs. Underline each verb.

EXAMPLE: That customer seldom tips me.

A. Gary washed his car ______________.

B. Mrs. Theay painted her house ______________.

C. The teacher ______________ read the grades.

D. The house was completed ______________.

E. Mary fixed the meal ______________.

F. All the students ______________ walked back to class.

G. The horse galloped ______________.

H. Cal mowed the yard ______________.

I. Park the car ______________.

J. Marie coughed ______________.

K. Al finished the test ______________.

L. Nancy wrote her answers ______________.

M. Linda answered each question ______________.

N. ______________ ran the dog.

O. The escaped convicts ran ______________.

P. She ______________ knew her lessons.

Q. The baby cried ______________.

R. The baby-sitter rocked the child ______________.

S. The speaker talked ______________.

T. The audience listened ______________.

ADVERBS
UNIT II

ASSIGNMENT SHEET #5--SELECT ADVERBS THAT MODIFY ADJECTIVES OR OTHER ADVERBS

NAME ______________________________ SCORE ______________

Adverbs are words that modify verbs, adjectives, or other adverbs. Most often they modify verbs.

PART I

The adverbs in the following sentences modify adjectives. The adjectives are underlined. Circle the adverbs that modify them.

EXAMPLE: This icing is so smooth that it spreads easily.

A. Bill thought the test was too hard.

B. Karla's face turned a very bright red.

C. The prom committee members are so busy that they have little time for homework.

D. The skaters put on a more exciting show than they put on last year.

E. An unusually fast runner, Debbie outraced everyone.

F. Lorraine has long fingernails.

G. After joining the Army, Rick's hair was cut exceedingly short.

H. A rather good speller, Marjorie surprised everyone when she lost in the second round of the bee this year.

I. Tim came in a surprisingly strong second place winner.

J. An electric drill is more efficient than a manual drill.

PART II

The adverbs in the following sentences modify other adverbs. The other adverbs are underlined. Circle the adverbs that modify the underlined adverbs.

EXAMPLE: The mechanic removed the radiator cap very cautiously.

A. The test results were returned more quickly than expected.

B. The guests left rather abruptly.

C. Gary sings extremely well.

ASSIGNMENT SHEET #5

D. The spelling bee announcer pronounced the words very distinctly.

E. The bobbin was wound so tightly that the thread broke.

F. Mrs. Fisher stated her needs quite simply.

G. Father waxed the floor very carefully.

H. The flag bearer waved too fast.

I. The mechanic worked on the car surprisingly fast.

J. The commencement speaker spoke quite briefly.

PART III

The following sentences contain adverbs which modify adjectives and other adverbs. Circle the adverbs. Then draw an arrow from the adverb to the adjective or adverb it modifies. Write "Adj." in the blank if the word modified is an adjective. Write "Adv." in the blank if the word modified is an adverb.

EXAMPLE: Adj. This is a surprisingly strong rope.

__________ A. One should read directions very carefully.

__________ B. The salad was so soggy that no one ate it.

__________ C. The gas tank leaked quite steadily.

__________ D. Typing is a very useful subject.

__________ E. We quite often go on field trips.

__________ F. Mature people very seldom lose their tempers.

__________ G. The water was too muddy for swimming.

__________ H. He plays soccer unusually well.

__________ I. Florence seems very happy.

__________ J. Do you have to tune your car very often?

ADVERBS
UNIT II

ASSIGNMENT SHEET #6--WRITE ADVERBS THAT MODIFY ADJECTIVES OR OTHER ADVERBS

NAME ______________________ SCORE ____________

Write an adverb to complete each of the following sentences. These adverbs will modify adjectives or other adverbs. Use the adverb *very* only three times.

EXAMPLE: Hemming a dress is quite easy.

A. Pam's handwriting is ____________ neat.

B. Willie Tims is ____________ tall.

C. The audience left ____________ abruptly.

D. The older man walked ____________ slowly.

E. The speaker spoke ____________ softly.

F. The sun was ____________ hot.

G. The moon was ____________ full.

H. The typist was ____________ fast.

I. The plane flew ____________ fast.

J. The table was set ____________ well.

K. The mechanic worked ____________ quietly.

L. The baby cried ____________ loudly.

M. The zoo was kept ____________ clean.

N. The class was ____________ long.

O. Connie's dress was ____________ long.

P. The graduation exercise took an ____________ long time.

Q. Margaret sewed ____________ well.

R. Dottie waved the flag ____________ high.

S. The band marched ____________ closely.

T. The cat ran ____________ wildly.

ADVERBS
UNIT II

ASSIGNMENT SHEET #7--SELECT ADVERBS

NAME ______________________________ SCORE ____________

Adverbs are words used to modify verbs, adjectives, or other adverbs.

Circle the adverbs in the following sentences. There is one adverb in each sentence, except where marked.

EXAMPLE: Albert worked efficiently at the very difficult problem. (2)

A. The carpenter did the work carefully.

B. The painter worked slowly.

C. The waitress walked swiftly.

D. The short order cook rarely forgot orders.

E. No one worked faster than Ted.

F. The welder laid the goggles down.

G. The baby crawled very slowly. (2)

H. The group set the playset up exceedingly fast. (3)

I. Tammy's shoes were unusually bright.

J. Ken sat patiently in the rain.

K. The turtle moved surprisingly fast. (2)

L. The clown danced inside.

M. The test scores were unusually low.

N. The handles were securely fastened to the body of the tool.

O. The speaker talked too softly. (2)

P. Claudene wrote neatly.

Q. The students came rather early. (2)

R. Tim sang too loudly. (2)

S. The breeze blew pleasantly.

T. The teacher talked softly.

ADVERBS
UNIT II

ASSIGNMENT SHEET #8--WRITE ADVERBS IN SENTENCES

NAME ____________________ SCORE __________

Write sentences using each adverb listed below.

A. *carefully*-- ____________________

B. *sincerely*-- ____________________

C. *too*-- ____________________

D. *off*-- ____________________

E. *slowly*-- ____________________

F. *calmly*-- ____________________

G. *neatly*-- ____________________

H. *pleasantly*-- ____________________

I. *sweetly*-- ____________________

J. *below*-- ____________________

K. *usually*-- ____________________

L. *often*-- ____________________

ASSIGNMENT SHEET #8

M. *softly*--

N. *loudly*--

O. *fast*--

P. *early*--

Q. *briefly*--

R. *strongly*--

S. *wildly*--

T. *quickly*--

U. *very*--

V. *well*--

W. *quite*--

X. *more*--

Y. *so*--

ADVERBS
UNIT II

ASSIGNMENT SHEET #9--COMPLETE AN ADVERB WORD SEARCH

NAME ______________________________ SCORE ______________

Find the following adverbs in the puzzle below. Words may be printed up, down, across, or diagonally. A score of 25 is excellent; 20 is good; 15 is fair.

TODAY
NOW
THEN
SOON
ALWAYS
NEVER
OFF
SOMETIMES

RATHER
HERE
THERE
OUTSIDE
INSIDE
BACK
AROUND
FAR

WELL
FAST
SLOWLY
RAPIDLY
SKILLFULLY
EXPERTLY
EFFICIENTLY
MUCH

OFTEN
LONG
YET
DULLY
SHYLY
SO (4)
QUITE
FULLY

S	L	O	W	L	Y	K	L	L	Y	Y	Q	R	O	B	C	B	G	S
Y	V	F	E	Q	D	S	S	K	I	L	L	F	U	L	L	Y	N	I
R	Y	F	R	X	P	K	I	B	O	C	R	A	T	H	E	R	E	Y
A	O	E	B	C	P	S	B	A	C	K	L	L	S	E	S	Q	V	A
P	O	D	L	L	Y	E	P	R	S	Y	R	Y	I	R	C	I	G	E
I	K	I	R	I	F	A	R	E	L	J	Q	P	D	E	L	L	R	Z
D	B	S	C	E	S	V	I	T	S	O	O	N	E	S	K	Y	Z	S
L	Q	N	P	Y	O	Y	N	V	L	Q	N	G	R	Q	U	I	T	E
Y	D	I	A	P	Q	E	D	S	H	Y	L	Y	B	G	Q	S	E	M
Y	E	W	Q	S	I	T	R	L	V	D	C	P	N	S	L	L	Y	I
C	L	M	U	C	H	K	B	L	D	K	O	O	E	S	F	A	S	T
A	L	T	I	K	G	L	D	E	U	E	L	I	V	P	E	R	V	E
I	O	F	T	E	N	N	O	W	L	S	T	H	E	N	S	V	B	M
V	F	R	L	B	C	S	R	Y	L	Y	Q	X	R	K	D	Q	V	O
E	K	Q	L	S	T	O	D	A	Y	O	A	R	O	U	N	D	V	S

ADVERBS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. Adverb
B. Preposition
C. Adverb
D. Preposition
E. Adverb
F. Preposition
G. Adverb
H. Preposition
I. Preposition
J. Preposition
K. Adverb
L. Preposition
M. Preposition
N. Adverb
O. Adverb
P. Preposition
Q. Preposition
R. Adverb
S. Adverb
T. Preposition

Assignment Sheet #2

A. Adverb
B. Adjective
C. Adverb
D. Adjective
E. Adjective
F. Adverb
G. Adverb
H. Adjective
I. Adverb
J. Adverb
K. Adverb
L. Adjective
M. Adjective
N. Adverb
O. Adverb
P. Adjective
Q. Adverb
R. Adjective
S. Adverb
T. Adjective

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

A. carefully
B. easily
C. thoroughly
D. quickly
E. loudly
F. softly
G. down
H. nearby
I. here
J. quickly
K. rapidly
L. efficiently
M. neatly
N. well
O. sincerely
P. promptly
Q. soon
R. scarcely
S. well
T. cheerfully

Assignment Sheet #4

(Adverbs evaluated to the satisfaction of the instructor.)

A. washed
B. painted
C. read
D. was completed
E. fixed
F. walked
G. galloped
H. mowed
I. Park
J. coughed
K. finished
L. wrote
M. answered
N. ran
O. ran
P. knew
Q. cried
R. rocked
S. talked
T. listened

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5

PART I

A. too

B. very

C. so

D. more

E. unusually

F. quite

G. exceedingly

H. rather

I. surprisingly

J. more

PART II

A. more

B. rather

C. extremely

D. very

E. so

F. quite

G. very

H. too

I. surprisingly

J. quite

PART III

A. Adv.; One should read directions very carefully.

B. Adj.; The salad was so soggy that no one ate it.

C. Adv.; The gas tank leaked quite steadily.

D. Adj.; Typing is a very useful subject.

E. Adv.; We quite often go on field trips.

F. Adv.; Mature people very seldom lose their tempers.

G. Adj.; The water was too muddy for swimming.

H. Adv.; He plays soccer unusually well.

I. Adj.; Florence seems very happy.

J. Adv.; Do you have to tune your car very often?

ANSWERS TO ASSIGNMENT SHEETS

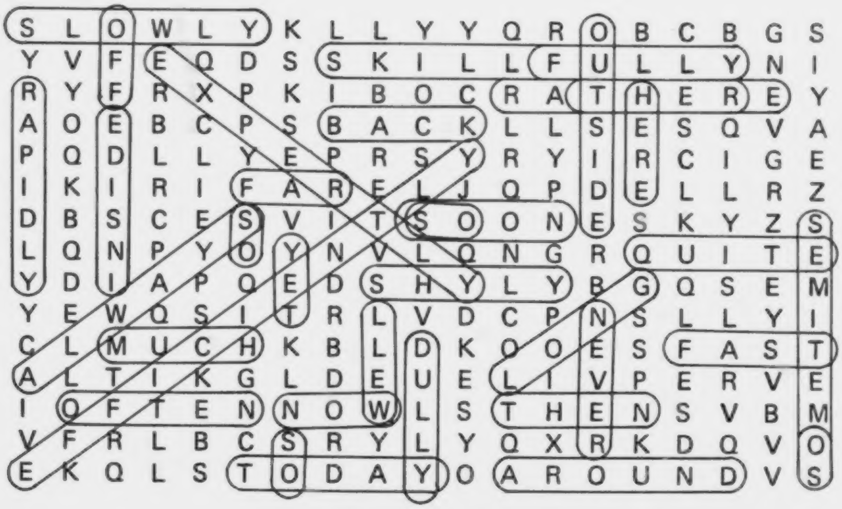
Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7

A.	carefully	K.	surprisingly, fast
B.	slowly	L.	inside
C.	swiftly	M.	unusually
D.	rarely	N.	securely
E.	faster	O.	too, softly
F.	down	P.	neatly
G.	very, slowly	Q.	rather, early
H.	up, exceedingly, fast	R.	too, loudly
I.	unusually	S.	pleasantly
J.	patiently	T.	softly

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9



S	L	O	W	L	Y	K	L	L	Y	Y	Q	R	O	B	C	B	G	S
Y	V	F	E	Q	D	S	S	K	I	L	L	F	U	L	L	Y	N	I
R	Y	F	R	X	P	K	I	B	O	C	R	A	T	H	E	R	E	Y
A	O	E	B	C	P	S	B	A	C	K	L	L	S	E	S	Q	V	A
P	Q	D	L	L	Y	E	P	R	S	Y	R	Y	I	R	C	I	G	E
I	K	I	R	I	F	A	R	E	L	J	Q	P	D	E	L	L	R	Z
D	B	S	C	E	S	V	I	T	S	O	O	N	E	S	K	Y	Z	S
L	Q	N	P	Y	O	Y	N	V	L	Q	N	G	R	Q	U	I	T	E
Y	D	I	A	P	Q	E	D	S	H	Y	L	Y	B	G	Q	S	E	M
Y	E	W	Q	S	I	T	R	L	V	D	C	P	N	S	L	L	Y	I
C	L	M	U	C	H	K	B	L	D	K	O	O	E	S	F	A	S	T
A	L	T	I	K	G	L	D	E	U	E	L	I	V	P	E	R	V	E
I	O	F	T	E	N	N	O	W	L	S	T	H	E	N	S	V	B	M
V	F	R	L	B	C	S	R	Y	L	Y	Q	X	R	K	D	Q	V	O
E	K	Q	L	S	T	O	D	A	Y	O	A	R	O	U	N	D	V	S

ADVERBS
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Part of speech used to show action or link the subject to a noun, pronoun, or adjective that follows

_____b. Describe

_____c. Part of speech that modifies a noun or pronoun

_____d. To tell what a word means

_____e. Noun or pronoun that follows a preposition

_____f. Part of speech that shows the relationship of a noun or pronoun to some other word in sentence

1. Modify
2. Verb
3. Adjective
4. Define
5. Object of preposition
6. Preposition

2. Define *adverb*.

____

____

3. Distinguish between adverbs and prepositions. Write "adverb" in the blank if the underlined word is an adverb. Write "preposition" in the blank if the underlined word is a preposition.

a. The plane circled above. ______________

b. We stayed within. ______________

c. The plane circled above our heads. ______________

d. We sat beneath the tree. ______________

4. Distinguish between adverbs and adjectives. Write "adverb" in the blank if the underlined word is an adverb. Write "adjective" in the blank if the underlined word is an adjective.

a. She ran quickly. ______________

b. He wrote a very long letter. ______________

c. The mouse was too quick for me. ______________

d. A strong wind rattled the windows. ______________

TEST

5. Select adverbs that modify verbs. Circle the adverbs in the following sentences.

   a. Mr. Taylor carefully planned the wiring layout.

   b. Karen fell down.

   c. Janet wrote neatly on her job application.

6. Write adverbs that modify verbs. Write an adverb in each blank in the following sentences.

   a. Gary ____________________ waxed his car.

   b. Lindsey asked each question ________________________.

7. Select adverbs that modify adjectives or other adverbs. Circle each adverb in the following sentences.

   a. Bill thought the test was very hard.

   b. Tim came in a surprisingly strong winner.

   c. The girl had an extremely good memory.

8. Write adverbs that modify adjectives or other adverbs. Write an adverb in each blank in the following sentences.

   a. Willie Tims is ________________________ tall.

   b. The mechanic worked ________________________ quietly.

9. Select adverbs. Circle each adverb in the following sentences. Some sentences contain more than one adverb.

   a. The painter worked slowly.

   b. The welder laid the torch down.

   c. The electrician worked very rapidly.

   d. Kim vacuumed the carpet exceedingly fast.

10. Write sentences using the following adverbs.

    a. *sweetly*-- ____

    ____

    b. *slowly*-- ____

    ____

TEST

c. *very--* ____

d. *too--* ____

e. *rapidly--* ____

f. *fearlessly--* ____

g. *today--* ____

h. *soon--* ____

i. *now--* ____

j. *often--* ____

ADVERBS
UNIT II

ANSWERS TO TEST

1. a. 2
   b. 1
   c. 3
   d. 4
   e. 5
   f. 6

2. Part of speech that modifies a verb, adjective, or other adverb

3. a. Adverb
   b. Adverb
   c. Preposition
   d. Preposition

4. a. Adverb
   b. Adverb
   c. Adjective
   d. Adjective

5. a. carefully
   b. down
   c. neatly

6. Evaluated to the satisfaction of the instructor

7. a. very
   b. surprisingly
   c. extremely

8. Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

9. a. slowly
   b. down
   c. very, rapidly
   d. exceedingly, fast

10. Evaluated to the satisfaction of the instructor

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to use such library references as dictionaries, almanacs, atlases, encyclopedias, and the *Reader's Guide to Periodical Literature.* This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match reference books to their specific contents.
3. Select from a list facts about dictionaries.
4. Select from a list facts about biographical dictionaries.
5. Select from a list facts about encyclopedias.
6. Select from a list facts about atlases.
7. Select from a list facts about magazines.
8. Select from a list facts about *Reader's Guide to Periodical Literature.*
9. Select from a list facts about world almanacs.
10. Use a world almanac.
11. Use an atlas.
12. Use a dictionary.
13. Use a biographical dictionary.
14. Use an encyclopedia.
15. Use the *Reader's Guide to Periodical Literature.*

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparency.

   B. Give pretest to evaluate students' knowledge of various reference books and to stimulate discussion.

   C. Provide students with objective sheet.

   D. Discuss unit and specific objectives.

   E. Provide students with information and assignment sheets.

   F. Discuss information and assignment sheets in the library; have available each reference book listed in information sheet.

   G. Arrange with librarian a time to take class to library.

   H. Allow for several class periods in library.

   I. Divide class into groups of four or five to explore reference books.

   J. Explain to students that there are many different types of reference books, only a few of which are introduced in this unit.

   EXAMPLES: Recipe or cookbooks, world book of records, TV guide, catalog, telephone book, newspaper

   K. Explain abbreviations used in *Reader's Guide* so that students can complete Assignment Sheet #8.

   L. Let students make a list of questions to research in reference books.

   (NOTE: Information should be something they would personally like to know about.)

   M. If students enjoy Part II of Assignment Sheet #4, have them plot a trip within the United States.

   N. Give test.

   O. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Pretest
- D. Information sheet
- E. Transparency master: TM #1--Labeled *Reader's Guide* Entry
- F. Assignment sheets
  1. Assignment Sheet #1--Find Types of Reference Books
  2. Assignment Sheet #2--Match Reference Books to Their Specific Contents
  3. Assignment Sheet #3--Use a World Almanac
  4. Assignment Sheet #4--Use an Atlas
  5. Assignment Sheet #5--Use a Dictionary
  6. Assignment Sheet #6--Use a Biographical Dictionary
  7. Assignment Sheet #7--Use an Encyclopedia
  8. Assignment Sheet #8--Use the *Reader's Guide to Periodical Literature*
  9. Assignment Sheet #9--List Four Magazines in Your Library
- G. Answers to pretest and assignment sheets
- H. Test
- I. Answers to test

III. Unit references

A. Beck, Margaret V., and Vera M. Pace. *Guidebook for Teaching Library Skills, Using Reference Material, Book 3.* Minneapolis: T.S. Denison and Co., 1966.

B. Sholinsky, Jane. *Getting to Know the Library, Book C.* A Scholastic Skills Book. New York: Scholastic Book Service, 1976.

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

PRETEST

Almost any question you have can be answered in a book. There are hundreds of books written just to give us information. These books are called *reference books* because we *refer* to them when we have questions. They make our lives a lot easier and simpler.

Read each question in the left column below. Then, in the right column, locate a reference book in which you could find the answer to the question. Write the correct numbers in the blanks. Some blanks may contain more than one answer.

_____A. Susan used the word *antidisestablishmentarianism*. Is it really a word?

_____B. Who was the smallest person who ever lived?

_____C. What was the population of Oklahoma in 1898?

_____D. Where is a muffler repair shop in my area?

_____E. What time does the television "special" begin tonight?

_____F. How can I make a delicious caramel frosting for my banana cake?

_____G. Where in the world is the island of Aruba?

_____H. I need to write a report on the history of the horse in America. Where do I look for information?

_____I. I need to find some magazine articles about children dealing with the divorce of their parents. Where do I look?

_____J. I am driving from Oklahoma to Maine. What highways would I take?

_____K. What is another word for *thin*?

_____L. Who was George Washington Carver?

_____M. Where can I find someone to wallpaper my bedroom?

_____N. I need a new component for my stereo. Where can I compare prices and order the least expensive part?

_____O. Who won the World Series in 1964?

1. Recipe book
2. World book of records
3. TV guide
4. Newspaper
5. Dictionary
6. Atlas
7. Catalog
8. World almanac
9. Encyclopedia
10. Telephone directory
11. *Reader's Guide to Periodical Literature*
12. Thesaurus

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Alphabetical--Arrangement following the order of the alphabet

   B. Antonym--Word with meaning opposite of another

   C. Entry--Recording of information in a book

   D. Guide words--Words printed at top of page as guide to contents of that page

   E. Legend--Key to symbols used on maps

   F. Nationality--Belonging to a certain nation

   G. Origins--Beginnings

   H. Political--Having to do with government

   I. Reference books--All books used or referred to for information

      (NOTE: Most reference books cannot be checked out of the library. Plan on using them within the library.)

   J. Relief--Raised effect of map on page

   K. Symbol--Mark, sign, or object that represents or stands for another thing

      EXAMPLES: A dove is the symbol of peace
      The symbol ÷ means *divided by*

   L. Synonym--Word with meaning similar to another

   M. Title page--Page of book containing the title and usually the names of the author and the publisher and place and date of publication; one of the first pages in book

II. Reference books (Assignment Sheets #1 and #2)

   A. Almanac--Book of facts; published yearly

   B. Atlas--Book of maps

   C. Biographical dictionary--Alphabetical listing of famous people

   D. Dictionary--Book of alphabetically listed words in a language; gives correct spellings, meanings, and pronunciations

INFORMATION SHEET

- E. Encyclopedia--Book or set of books containing general information about a wide variety of subjects; arranged alphabetically
- F. *Reader's Guide to Periodical Literature*--Index to magazines
- G. Magazine--Soft-cover book containing up-to-date information on a variety of subjects; published at regular intervals

III. Facts about dictionaries (Assignment Sheet #5)

- A. Contain facts about words
- B. Give word meanings
- C. Show spelling, syllables, pronunciation
- D. Arrange entries in alphabetical order
- E. Give word origins
- F. Show parts of speech of words
- G. Give plurals
- H. Give synonyms and antonyms

(NOTE: For more information about the dictionary, see Volume I, Section G.)

IV. Facts about biographical dictionaries (Assignment Sheet #6)

- A. Contain alphabetical listing of famous people
- B. Contain biographical information

EXAMPLES: Birth and death dates, nationality, important facts about a person

- C. Use guide words

V. Facts about encyclopedias (Assignment Sheet #7)

- A. Are a source of general background material
- B. Give information about people, places, things, and events

(NOTE: Be sure to check copyright date. You will find the copyright date on the back of the title page. An out-of-date encyclopedia may not contain the information you are seeking.)

- C. Arrange information in alphabetical order
- D. Use guide words
- E. Usually contain several volumes in set

INFORMATION SHEET

VI. Facts about atlases (Assignment Sheet #4)

A. Contain relief maps

EXAMPLES: Mountains, plains, deserts, lakes, rivers

B. Contain political maps

EXAMPLES: Boundaries of states or countries, main cities, capital cities

C. Contain economic maps

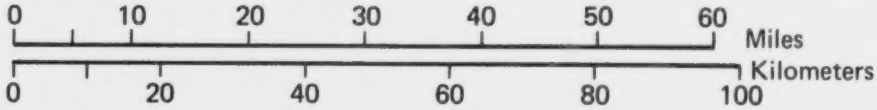
EXAMPLES: Population, products, minerals, rainfall, temperatures

D. Use symbols such as dots or small circles for city locations

E. Use symbols such as a star or star in circle for capital cities

F. Contain a legend showing scale of miles and symbolic figures

EXAMPLES: 1 inch = 15 miles



G. Contain an index that alphabetically lists cities, islands, gulfs, rivers, and mountains

VII. Facts about magazines (Assignment Sheet #9)

A. Are a source of up-to-date material

B. Contain interesting, well-written articles

C. Contain various writers' opinions

D. Contain recreational reading

E. Published at regular intervals

EXAMPLES: Weekly, monthly, yearly

(NOTE: The volume number indicates all copies of a magazine published in a given year. The magazine number is shown on the front cover as "NO." A tenth year of publication would be VOL. 10. The February issue would be NO. 2.)

VIII. Facts about *Reader's Guide to Periodical Literature* (Transparency #1; Assignment Sheet #8)

A. Indexes magazine articles

INFORMATION SHEET

B. Lists entries by author and subject

(NOTE: No titles are listed as entries. Titles are listed after author or subject.)

C. Lists subject entries by author, title, name of magazine, volume of magazine, page number(s), and date of magazine (See Transparency #1.)

(NOTE: The *Abridged Reader's Guide* is a smaller version of *Reader's Guide to Periodical Literature.*)

IX. Facts about world almanacs (Assignment Sheet #3)

A. Are published yearly

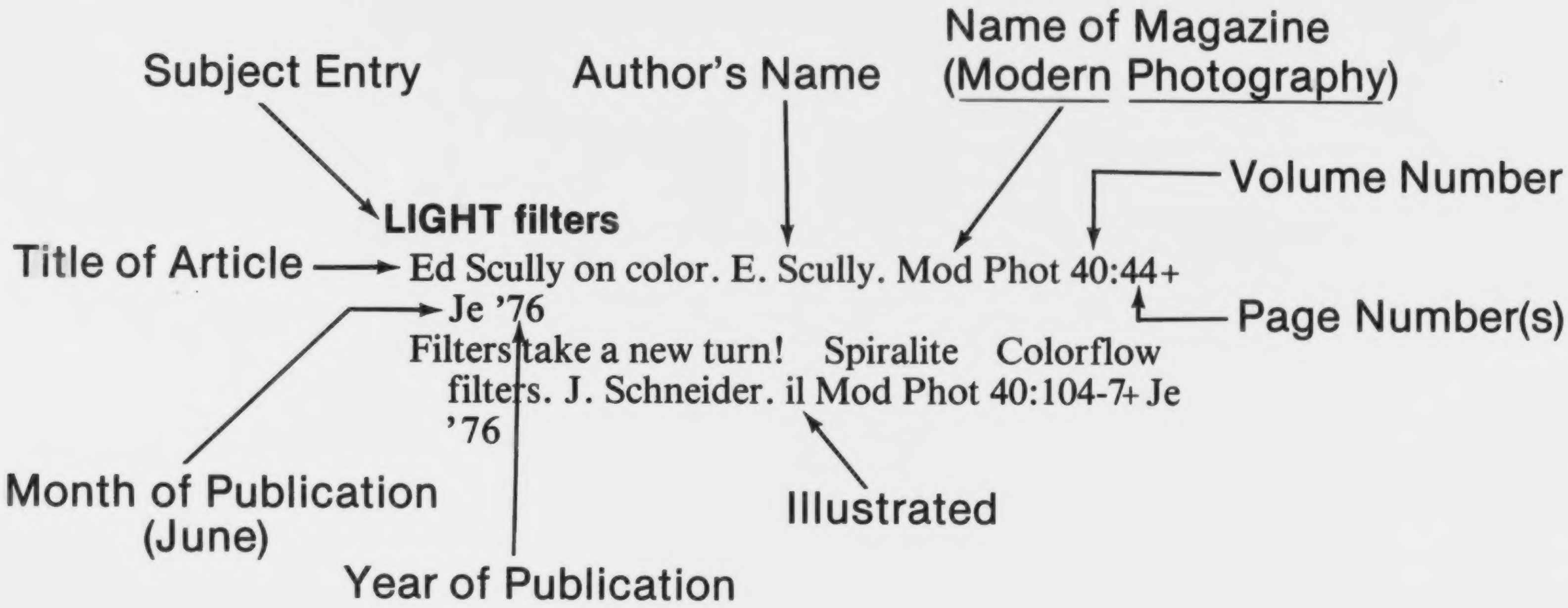
B. Are an up-to-date source of information

C. Contain information in charts

D. Contain index in front

(NOTE: Main headings are in boldface type; subheadings are in lighter type.)

Labeled *Reader's Guide* Entry



Subject Entry

Author's Name

Name of Magazine
(Modern Photography)

Volume Number

LIGHT filters

Title of Article → Ed Scully on color. E. Scully. Mod Phot 40:44+ Je '76

Page Number(s)

Filters take a new turn! Spiralite Colorflow filters. J. Schneider. il Mod Phot 40:104-7+ Je '76

Month of Publication
(June)

Illustrated

Year of Publication

TM #1

ENG II - 11-F

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #1--FIND TYPES OF REFERENCE BOOKS

NAME ______________________________ SCORE ______________

Visit the library at your school. Find the section that contains reference books. You will find dictionaries and encyclopedias with different names such as *World Book Encyclopedia, Compton's Encyclopedia, Webster's Dictionary*, and *Thorndike Dictionary.*

For each type of reference listed below, write the title, publisher, and year published on the lines given. This information can be found on the title page of the reference.

A. Dictionary

Title ______________________________

Publisher ______________________________

Year Published ______________________________

B. Encyclopedia

Title ______________________________

Publisher ______________________________

Year Published ______________________________

C. Almanac

Title ______________________________

Publisher ______________________________

Year Published ______________________________

D. Atlas

Title ______________________________

Publisher ______________________________

Year Published ______________________________

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #2--MATCH REFERENCE BOOKS TO THEIR SPECIFIC CONTENTS

NAME ______________________________ SCORE ______________

It is important that you look in the right reference book for the information you need. Match the following reference books to specific information found in each. Write the correct numbers in the blanks. Some blanks may contain more than one answer.

_____A. Winner of 1975 World Series

_____B. John L. Lewis

_____C. Meaning of *combustible*

_____D. States that have a Springfield

_____E. Magazine articles on child care

_____F. Labor unions

_____G. General Philip Schuyler

_____H. Discussion of insects

_____I. World oceans

_____J. Specific movie review

_____K. Pronunciation of a word

_____L. Agriculture statistics

_____M. Distance from New York to Los Angeles

_____N. Discussion of dog breeds

_____O. Facts about Oklahoma

_____P. World soccer statistics

_____Q. Spelling of a word

_____R. Articles about marriage and family

_____S. Another word for *clumsy*

_____T. Frederick A. Douglass

1. *Reader's Guide to Periodical Literature*
2. Atlas
3. Encyclopedia
4. World almanac
5. Dictionary
6. Biographical dictionary

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #3--USE A WORLD ALMANAC

NAME ______________________ SCORE ______________

Your library may have several different almanacs. The index for an almanac will be in the front. Use it to look up information. Main headings are in boldface type and in alphabetical order.

Use the almanac to look up the answers to the following questions. Write your answers in the spaces provided.

A. What is the elevation and name of the highest mountain in the U.S.? ______________

______________________ Found on page ________

B. Who won the Indy 500 in 1980? ______________________

______________________ Found on page ________

C. On what page can you find the official United States Post Office abbreviations for each of the states? ______________

What is the abbreviation for your state? ______________

D. What airport had the most incoming flights in the U.S. in 1981? ______________

______________________ Found on page ________

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #4--USE AN ATLAS

NAME ________________________________ SCORE ______________

An atlas is a book of maps. Every atlas has an index arranged in alphabetical order under such headings as *cities, rivers, countries.* The index will tell you on which page to look and the approximate place to look on the map to find information.

PART I

Use an atlas to find the following information. Write the information in the blanks provided.

A. Find a map that shows the country in which you live.

Name of county ________________________________

Name of atlas ________________________________

Page number of map ________________________________

B. Find a relief map, showing rivers, mountain ranges, and deserts.

Name of map ________________________________

Name of atlas ________________________________

Name two features such as a river or lake.

1. ________________________________
2. ________________________________

Page number of map ________________________________

C. Find a political map of Europe showing boundaries between countries.

Name three countries in Europe.

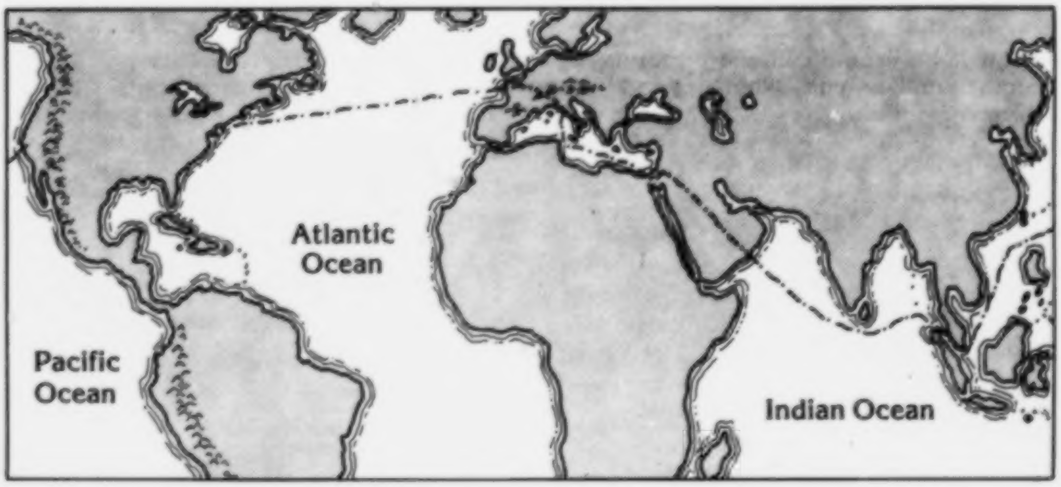
1. ________________________________
2. ________________________________
3. ________________________________

Page number of map ________________________________

ASSIGNMENT SHEET #4

PART II

Use the atlas and the map below to fill in the blanks in the following imaginary trip around the world.



I left the United States from New York on board the ship, *Queen Elizabeth II*. After five days, I had crossed the (A)_________________ Ocean, and I landed at Cherbourg in (B)_________________ (*country*). I drove along the coast to Le Havre. From there I was able to get a train east along the (C)_________________ River, until I came to (D)__________________________ (*capital of France*). There I got a car and headed southeast for Genoa in (E)_________________ (*country*). To get there, I had to cross the (F)__________________________ (*mountains*). From Genoa, I took another ship that sailed for two days through the (G)___________________________ Sea. I landed at Port Said, U.A.R. (Egypt). Then I crossed the rocky (H)_________________ Peninsula into Israel. From Israel, I flew over the wide (I)_________________ Ocean to Singapore. The last part of my trip took me to Honolulu. This city is the capital of (J)________________________ (*state*). Then I sailed northeast from Honolulu, across the (K)_________________ Ocean to the mainland of the United States. I passed through the (L)_________________ Gate and into the harbor of (M)_____________________ in California.

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #5--USE A DICTIONARY

NAME ______________________________ SCORE ______________

Some people think that a dictionary is a book used only for finding word meanings or spelling. However, a dictionary shows syllables, pronunciations, verb forms, parts of speech, plurals, word origins, synonyms, and antonyms. Many dictionaries also contain lists of colleges and universities; punctuation, mechanics, and manuscript form; tables of weights and measures; and special signs and symbols.

The answers to the following questions can be found in the dictionary. Write your answers in the space provided.

A. Write the plural for cactus ______________________________

B. Write the correct spelling (conducter, conductor) ______________________

C. Write a synonym for *work* ______________________________

D. Write the part of speech for the word *engine* ______________________

E. Write the number of syllables in the word *mechanical* __________________

F. Write the definition of the word *gimmick* ________________________

____

G. Write the correct spelling (metel, metal) ________________________

H. Write the part of speech for the word *hostess* ______________________

I. Write the number of syllables in the word *hydrometer* __________________

J. Write the plural for the word *datum* ___________________________

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #6--USE A BIOGRAPHICAL DICTIONARY

NAME ______________________ SCORE ______________

A biographical dictionary lists famous persons, their dates of birth and death, and important facts about them.

The following are the names of some people who can be found in a biographical dictionary. Write the required information about each one.

A. Muhammad Ali

Full name ______________________

Date born ______________ Date died ______________

Important facts ______________________

____

____

B. George Meany

Full name ______________________

Date born ______________ Date died ______________

Important facts ______________________

____

____

C. Prince Charles of Wales

Full name ______________________

Date born ______________ Date died ______________

Important facts ______________________

____

____

ASSIGNMENT SHEET #6

D. Harry Truman

Full name ____

Date born ____________________ Date died ____________________

Important facts ____

____

____

E. Madam Curie

Full name ____

Date born ____________________ Date died ____________________

Important facts ____

____

____

F. Louisa Alcott

Full name ____

Date born ____________________ Date died ____________________

Important facts ____

____

____

G. Booker T. Washington

Full name ____

Date born ____________________ Date died ____________________

Important facts ____

____

____

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #7--USE AN ENCYCLOPEDIA

NAME ______________________________ SCORE ______________

Encyclopedias are useful when writing reports because they contain up-to-date information on many subjects. Most encyclopedias come in sets that are numbered or lettered to show where each volume belongs in the set. Information is in alphabetical order, but many sets also have an index, which makes it easy to find all related articles.

Look at the encyclopedias in your school library. You will find several different sets. Complete the following information for *three* different sets.

PART I

A. Name of encyclopedia ______________________________

Publisher ______________________________

Copyright date __________

How many volumes in set? __________

Does set contain pictures or other illustrations? __________

B. Name of encyclopedia ______________________________

Publisher ______________________________

Copyright date __________

How many volumes in set? __________

Does set contain pictures or other illustrations? __________

C. Name of encyclopedia ______________________________

Publisher ______________________________

Copyright date __________

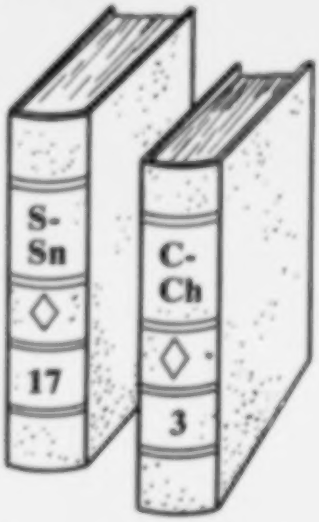
How many volumes in set? __________

Does set contain pictures or other illustrations? __________

ASSIGNMENT SHEET #7

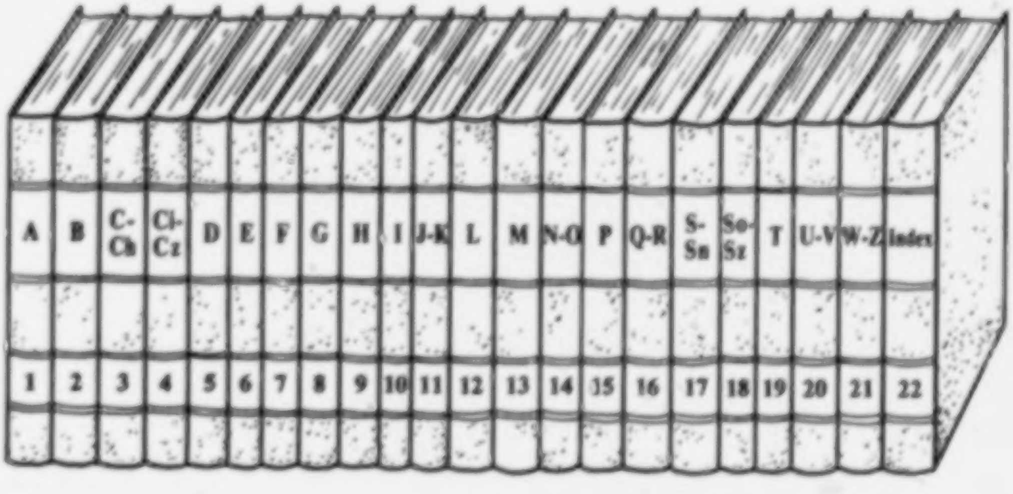
PART II

An encyclopedia holds the answers to thousands of questions--*if* you can find the article you are looking for. The first step in finding information is to choose the correct volume of the encyclopedia. On the spine of each volume, you will find a number and at least one letter. Look at the volumes pictured below.



Volume 17 contains all the subjects that begin with *S* to *Sn*, such as *Science* or *Snowplow.* Volume 3 contains all the subjects from *C* to *Ch*. The subject *Careers* would be inVolume 3, but *Code* would not.

Use the set of encyclopedias pictured below to decide where you would find the subjects listed on the following page. In the blank before each subject, write the volume number you would use to find the subject.



ASSIGNMENT SHEET #7

_____A. Diesel engines

_____B. Spain

_____C. Welding

_____D. Child care

_____E. Careers

_____F. Motorcycles

_____G. Marine engines

_____H. Building trades

_____I. President Reagan

_____J. Architecture

_____K. Oklahoma

_____L. Turbine

_____M. Language

_____N. Planets

_____O. Safety valve

_____P. Jigsaw

_____Q. Insulation

_____R. Volcanoes

_____S. Roofing

_____T. Appliance

PART III

Use an encyclopedia to answer the following questions.

A. What country first had plumbing? ______________________________

B. What device is used to prevent sewer gas from entering a house? ______________
____

C. In what years did plumbing begin to make advances in the modern world? __________
____

D. Why are good plumbing practices important in today's world? ______________
____

E. Does your encyclopedia list other topics to research for more information about plumbing? ____________________

F. If yes, write the names of topics listed.

EXAMPLE: Sewage

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

ASSIGNMENT SHEET #7

G. List information about the encyclopedia you used for this assignment.

Name of encyclopedia ____

Volume number or letter ______________

Page number(s) ____________________

Year published ___________

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #8--USE THE *READER'S GUIDE TO PERIODICAL LITERATURE*

NAME ______________________ SCORE __________

Most schools have files containing several years of magazines that contain useful information. When called upon to make a report, students do not usually know the title of an article or which magazine an article may be in. The *Reader's Guide to Periodical Literature* lists magazine articles by author and subject.

Use the *Reader's Guide* in your school library. Find a magazine containing an article on the following subjects. Write information from the *Reader's Guide* about each topic given.

A. **Mental Attitude**

Name of article ______________________

Author ______________________

Magazine ______________________

Date of magazine ______________________

B. **House-Building in the U.S.**

Name of article ______________________

Author ______________________

Magazine ______________________

Date of magazine ______________________

C. **Automobiles**

Name of article ______________________

Author ______________________

Magazine ______________________

Date of magazine ______________________

D. **Labor Unions**

Name of article ______________________

Author ______________________

Magazine ______________________

Date of magazine ______________________

ASSIGNMENT SHEET #8

E. **Medical Research**

Name of article ____________________

Author ____________________

Magazine ____________________

Date of magazine ____________________

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ASSIGNMENT SHEET #9--LIST FOUR MAGAZINES IN YOUR LIBRARY

NAME ______________________________ SCORE ______________

Because magazines are published on a certain time schedule (weekly, monthly, yearly), they are called *periodicals.*

Choose four magazines from your library. In the space provided below, write the name of the magazine, how often it is published, and the name of one article you might enjoy reading.

A. Name of magazine ______________________________

How often published ______________

Name of one article I might enjoy reading ______________________

____

B. Name of magazine ______________________________

How often published ______________

Name of one article I might enjoy reading ______________________

____

C. Name of magazine ______________________________

How often published ______________

Name of one article I might enjoy reading ______________________

____

D. Name of magazine ______________________________

How often published ______________

Name of one article I might enjoy reading ______________________

____

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ANSWERS TO PRETEST AND ASSIGNMENT SHEETS

Pretest

A. 5
B. 2
C. 8
D. 4, 10
E. 3
F. 1
G. 6, 9
H. 9
I. 11
J. 6
K. 5, 12
L. 9
M. 4, 10
N. 7
O. 8

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

A. 4
B. 3, 6
C. 5
D. 2
E. 1
F. 3
G. 3, 6
H. 3
I. 2
J. 1
K. 5
L. 4
M. 2
N. 3
O. 2, 3, 4
P. 4
Q. 5
R. 1
S. 5
T. 3, 6

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

PART I--Evaluated to the satisfaction of the instructor

PART II

A. Atlantic
B. France
C. Seine
D. Paris
E. Italy
F. Alps
G. Mediterranean
H. Sinai
I. Indian
J. Hawaii
K. Pacific
L. Golden
M. San Francisco

ANSWERS TO PRETEST AND ASSIGNMENT SHEETS

Assignment Sheet #5

A.	cacti or cactuses	F.	a tricky device or stunt
B.	conductor	G.	metal
C.	labor	H.	noun
D.	noun	I.	4
E.	4	J.	data

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7

PART I--Evaluated to the satisfaction of the instructor

PART II

A.	5	K.	14
B.	18	L.	19
C.	21	M.	12
D.	3	N.	15
E.	3	O.	17
F.	13	P.	11
G.	13	Q.	10
H.	2	R.	20
I.	15, 16	S.	16
J.	1	T.	1

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Having to do with government

_____b. All books used or referred to for information

_____c. Belonging to a certain nation

_____d. Beginnings

_____e. Mark, sign, or object that represents or stands for another thing

_____f. Word with meaning opposite of another

_____g. Word with meaning similar to another

_____h. Recording of information in a book

_____i. Raised effect of map on page

_____j. Key to symbols used on maps

_____k. Arrangement following the order of the alphabet

_____l. Words printed at top of page as guide to contents of that page

_____m. Page of book containing the title and usually the names of the author and the publisher and place and date of publication; one of the first pages in book

1. Alphabetical
2. Antonym
3. Entry
4. Guide words
5. Legend
6. Nationality
7. Origins
8. Political
9. Reference books
10. Relief
11. Symbol
12. Synonym
13. Title page

2. Match reference books to their specific contents. Write the correct numbers in the blanks. Reference books and contents are continued on the following page.

_____a. Book of maps

_____b. Book of facts; published yearly

1. Almanac
2. Atlas

TEST

______c. Index to magazines

______d. Book of alphabetically listed words in a language; gives correct spellings, meanings, and pronunciations

______e. Soft-cover book containing up-to-date information on a variety of subjects; published at regular intervals

______f. Book or set of books containing general information about a wide variety of subjects; arranged alphabetically

______g. Alphabetical listing of famous people

3. Biographical dictionary
4. Dictionary
5. Encyclopedia
6. *Reader's Guide to Periodical Literature*
7. Magazine

3. Select from the following list facts about dictionaries. Write a "T" before those statements that are true. Write an "O" before those that are not true.

______a. Contain special hints

______b. Contain facts about words

______c. Give word meanings

______d. Show spelling, syllables, pronunciation

______e. Record great speeches of Presidents

______f. Arrange entries in alphabetical order

______g. Are printed in multi-volume sets

______h. Give word origins

______i. Show parts of speech of words

______j. Give plurals

______k. Give synonyms and antonyms

4. Select from the following list facts about biographical dictionaries. Write a "T" before those statements that are true. Write an "O" before those that are not true.

______a. Contain biographical information

______b. Contain alphabetical listing of famous people

______c. Use guide words

______d. Contain maps

______e. Show how to divide words into syllables

______f. Contain listing of all gulfs and rivers in the world

TEST

5. Select from the following list facts about encyclopedias. Write a "T" before those statements that are true. Write an "O" before those that are not true.

______a. Are a source of general background material

______b. Contain word meanings

______c. Give information about people, places, things, and events

______d. Show index in front

______e. Arrange information in alphabetical order

______f. Usually contain several volumes in set

______g. Use guide words

6. Select from the following list facts about atlases. Write a "T" before those statements that are true. Write an "O" before those that are not true.

______a. Use symbols such as dots or small circles for city locations

______b. Contain general knowledge from A-Z

______c. Contain an index that alphabetically lists cities, islands, gulfs, rivers, and mountains

______d. Contain a legend showing scale of miles and symbolic figures

______e. Contain meanings of all words

______f. Use symbols such as a star or star in circle for capital cities

______g. Contain relief maps, political maps, and economic maps

7. Select from the following list facts about magazines. Write a "T" before those statements that are true. Write an "O" before those that are not true.

______a. Contain articles arranged in alphabetical order

______b. Published at regular intervals

______c. Contain recreational reading

______d. Contain various writers' opinions

______e. Are a source of up-to-date material

______f. Contain interesting, well-written articles

______g. Contain an index and guide words

TEST

8. Select from the following list facts about *Reader's Guide to Periodical Literature.* Write a "T" before those statements that are true. Write an "O" before those that are not true.

_____a. Indexes magazine articles

_____b. Lists entries by author and subject

_____c. Lists subject entries by author, title, name of magazine, volume of magazine, page number(s), and date of magazine

_____d. Contains recreational reading

_____e. Contains writers' opinions

_____f. Contains alphabetical listing of famous people

9. Select from the following list facts about world almanacs. Write a "T" before those statements that are true. Write an "O" before those that are not true.

_____a. Contain index in front

_____b. Are an up-to-date source of information

_____c. Contain information in charts

_____d. Are books containing maps

_____e. Contain guide words

_____f. Are published yearly

(NOTE: Test questions 10-15 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Use a world almanac.

11. Use an atlas.

12. Use a dictionary.

13. Use a biographical dictionary.

14. Use an encyclopedia.

15. Use the *Reader's Guide to Periodical Literature.*

INTRODUCTION TO LIBRARY REFERENCES
UNIT I

ANSWERS TO TEST

1. a. 8
   b. 9
   c. 6
   d. 7
   e. 11
   f. 2
   g. 12
   h. 3
   i. 10
   j. 5
   k. 1
   l. 4
   m. 13

2. a. 2
   b. 1
   c. 6
   d. 4
   e. 7
   f. 5
   g. 3

3. a. O
   b. T
   c. T
   d. T
   e. O
   f. T
   g. O
   h. T
   i. T
   j. T
   k. T

4. a. T
   b. T
   c. T
   d. O
   e. O
   f. O

5. a. T
   b. O
   c. T
   d. O
   e. T
   f. T
   g. T

ANSWERS TO TEST

6. a. T e. O
b. O f. T
c. T g. T
d. T

7. a. O e. T
b. T f. T
c. T g. O
d. T

8. a. T d. O
b. T e. O
c. T f. O

9. a. T d. O
b. T e. O
c. T f. T

10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor

USAGE
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to distinguish between pairs of words easily confused, and should be able to apply rules of standard and nonstandard usage by choosing standard usage terms over those that are nonstandard. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match levels of English usage to their correct uses.
3. Choose correct usage of easily confused words.
4. Choose correct usage of adjective/adverb pairs.
5. Select from a list sentences free of unnecessary words or letters.
6. Distinguish between standard and nonstandard usage in given sentences.
7. Select from a list sentences containing words with correct endings.

USAGE
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss information sheet.

   E. Discuss assignment sheets.

   F. Use *The Browser's Dictionary* as a reference for idiomatic expressions and how they develop in language

   G. Have students create sentences, such as those in Transparency #3, using different levels of language.

   H. Select numerous examples of the different language levels from various sources (newspapers, magazines, letters, comic books) and have the students analyze and discuss them.

   I. Have students rewrite trite and/or wordy expressions in their own words.

   EXAMPLES: "Sharp as a tack," "scared out of her wits," "at this point in time," "red as a beet"

   J. Have students listen to their own and others' speech for nonstandard usage. Encourage them to keep a list of their own nonstandard expressions, and to work on correcting themselves.

   K. Give test.

   L. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency masters

      1. TM #1--Language Levels: Standard English

      2. TM #2--Language Levels: Nonstandard English

      3. TM #3--Language Levels (Examples)

SUGGESTED ACTIVITIES

E. Assignment sheets

   1. Assignment Sheet #1--Choose Correct Word Usage in Given Sentences
   2. Assignment Sheet #2--Choose *Good, Well, Bad, Badly* in Given Sentences
   3. Assignment Sheet #3--Cross Out Unnecessary Words or Letters in Given Sentences
   4. Assignment Sheet #4--Distinguish Between Standard and Nonstandard Usage in Given Sentences
   5. Assignment Sheet #5--Choose Words with Correct Endings

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit reference--Warriner, John E., and Francis Griffith. *English Grammar and Composition*. New York: Harcourt Brace Jovanovich, 1977.

USAGE
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Usage--Use of language

   B. Levels of English--Standard English and nonstandard English

   C. Standard English--Proper use of English; formal or informal English

   D. Nonstandard English--Inappropriate or improper use of English; slang or illiterate English

   E. Formal English--English used in serious writing and public speaking

   F. Informal English--English used in everyday speaking and writing; labelled *colloquial* in most dictionaries

   G. Illiterate--Uneducated; not knowing how to read or write

   H. Slang--"Fad" language used by certain groups

   I. Adjective--Part of speech used to describe a noun or pronoun

   J. Adverb--Part of speech used to describe a verb, adjective, or other adverb

II. Levels of English usage and their uses

   A. Standard English (Transparencies #1 and #3)

      1. Formal

         a. Use in serious writing or speaking

         b. Use when writing compositions

         c. Use whenever you wish to make a good impression

      2. Informal (colloquial)

         a. Use when speaking or writing to friends or family members

         b. Do not use in compositions, except in dialog

         c. Use in everyday situations requiring proper English

   B. Nonstandard English (Transparencies #2 and #3)

      1. Slang

         a. Used in casual conversation; "fad" language

         b. Should not be used in writing, except where necessary in dialog

INFORMATION SHEET

2. Illiterate

   a. Used by uneducated

   b. Should not be used in speaking or writing

III. Correct usage of easily confused words (Assignment Sheet #1)

A. *Accept*--To receive
Except--To leave out, omit

EXAMPLES: We *accept* your gift.
I make good grades *except* in English.

B. *Affect*--To influence, impress, or produce a change in
Effect--The result, outcome

EXAMPLES: His leaving will not *affect* my decision.
I like the *effect* of those new drapes.

C. *Between*--Use with two persons or things
Among--Use with three or more persons or things

EXAMPLES: It is hard to choose *between* a male and a female for this job.
No agreement could be reached *among* the committee members.

D. *In*--Within
Into--Movement from outside to inside

EXAMPLES: I threw the ball *in* the basket. (incorrect)
I threw the ball *into* the basket. (correct)

E. *Of*--Do not use after *could, should, would*
Have--Correct word to follow *could, should, would*

EXAMPLES: He *could of* washed the dishes. (incorrect)
He *could have* washed the dishes. (correct)

F. *Their*--Possessive pronoun; shows ownership
There--A place
They're--Contraction for *they are*

EXAMPLES: *Their* house is near our house.
I have never been over *there.*
They're not very friendly neighbors.

G. *To*--Preposition; used before a verb or noun
Too--Over; more than needed; also
Two--A number; "2"

EXAMPLES: The worker went *to* the office.
The worker was *too* slow.
The worker bought *two* sandwiches.

INFORMATION SHEET

H. *A*--Used before words beginning with letters other than *a, e, i, o, u*
An--Used before words beginning with *a, e, i, o, u* and silent *h*
And--Used to join two or more words or groups of words

EXAMPLES:	He used *a* vacuum to clean the carpet. The vacuum needed *an* attachment. He used *a* dusting tool *and an* upholstery tool.

I. *Its*--Possessive pronoun; shows ownership
It's--Contraction for *it is*

EXAMPLES:	The rule has metric measurements on *its* reverse side. *It's* exactly 30 centimeters long.

J. *Sit*--To take a sitting position; to be in place
Set--To put something down or in place

EXAMPLES:	The clock *sits* on the mantle. The worker *sits* in front of a machine. Please *set* the clock on the mantle. *Set* your tools on that bench.

K. *Leave*--To go away from; to place something and go away; not to change something
Let--To permit

EXAMPLES:	I *leave* shop at 3:30 p.m. I will *leave* my homework on your desk. Please *leave* the door open. Don't *let* the machine get too hot. *Let* the cat out, please.

L. *Rise*--To go up; to get up; to come up
Raise--To lift something

EXAMPLES:	I *rise* each morning at seven. Please straighten the rug when I *raise* the chair.

M. *Lie*--To rest in a flat position
Lay--To put or place something

EXAMPLES:	I must *lie* down for a minute. Don't leave your tools *lying* around. You may *lay* your tools on the work bench. Where shall I *lay* these packages?

N. *Loose*--Not firm; not fastened down
Lose--To be lost

EXAMPLE:	Jessica will soon *lose* her *loose* tooth.

INFORMATION SHEET

O. *Quiet*--Not noisy
Quit--To stop having, using, or doing something
Quite--Completely; very

EXAMPLES: My English class is very *quiet.*
I will *quit* working on the project now.
This is *quite* a good project.

IV. Correct usage of adjective/adverb pairs (Assignment Sheet #2)

A. *Bad*--Use with sense verbs (*touch, taste, feel*) or to describe a noun
Badly--Use to describe verbs

EXAMPLES: The vocational teacher feels *bad* this morning.
The unprepared class session went *badly.*

B. *Well*--Adverb used to describe adjectives, verbs, and other adverbs; also used to describe someone's health (she is *well*), someone's dress (he is *well*-dressed), and something that is satisfactory (all is *well*)
Good--Adjective used to describe nouns

EXAMPLES: You performed that job very *well.*
You did a *good* job.

V. Unnecessary words or letters (Assignment Sheet #3)

A. *Anywheres, everywheres, nowheres*

(NOTE: Many people put an "s" on the end of these words, but it is not needed.)

EXAMPLES: I can't find the hacksaw *anywhere.*
We looked *everywhere.*
It is *nowhere* in this room.

B. *Where at*

EXAMPLES: "*Where* were you staying *at*?" (incorrect)
"*Where* were you staying?" (correct)

C. *Had ought, hadn't ought, might ought, might could*

(NOTE: Do not use *had* or *might* with *ought* or *could*. Use *ought not* instead of *hadn't ought*.)

EXAMPLES: We *had ought* to buy that car. (incorrect)
We *ought* to buy that car. (correct)
He *hadn't ought* to have done it. (incorrect)
He *ought not* to have done it. (correct)
We *might could* go to the dance. (incorrect)
We *could* go to the dance. (correct)

INFORMATION SHEET

D. *Off of*

(NOTE: Do not use *off of* for *off* or *from*.)

EXAMPLES: We jumped *off of* the truck. (incorrect)
We got *off* the truck. (correct)
We jumped *from* the truck. (correct)

E. *This here*

(NOTE: Use either *this* OR *here*.)

EXAMPLES: *This here* is my CVET exam. (incorrect)
This is my CVET exam. (correct)
Here is my CVET exam. (correct)

F. *That there*

(NOTE: Use *that* alone.)

EXAMPLES: *That there* hammer is too large. (incorrect)
That hammer is too large. (correct)

G. *Can't hardly*

(NOTE: *Can't* and *hardly* are negative words. Do not use two negative words in the same sentence.)

EXAMPLES: She *can't hardly* button her dress. (incorrect)
She *can hardly* button her dress. (correct)

H. *In front of*
In back of

(NOTE: These phrases are wordy. Use *before* and *behind* instead.)

EXAMPLES: He stood *in front of* the mirror. (incorrect)
He stood *before* the mirror. (correct)
The child hid *in back of* the box. (incorrect)
The child hid *behind* the box. (correct)

I. *Due to the fact that*

(NOTE: This phrase is wordy. Use *because* instead.)

EXAMPLES: *Due to the fact that* you were late for class, you must remain after class for ten minutes. (incorrect)
Because you were late for class, you must remain after class for ten minutes. (correct)

INFORMATION SHEET

J. *At this point in time*

(NOTE: This phrase is wordy. Use *now, right now,* or *today* instead.)

EXAMPLES: I cannot work the problem *at this point in time.* (incorrect)
I cannot work the problem *now.* (correct)

VI. Standard and nonstandard usage (Assignment Sheet #4)

A. *Done*--Use with helping verbs *has, have, had, was, will be*

(NOTE: *Did* is the past form of *do.*)

EXAMPLES: Nonstandard--The carpenters *done* all they could.
Standard--The carpenters *did* all they could.
Standard--The carpenters *had done* all they could.

B. *Seen*--Use with the helping verbs *has, have, had, was, will be*

(NOTE: *Saw* is the past form of *see.*)

EXAMPLES: Nonstandard--I *seen* that movie already.
Standard--I *saw* that movie already.
Standard--I *have seen* that movie already.

C. *Don't*--Use only with plural nouns and pronouns, or *I*; means *do not*

(NOTE: If using *he, she,* or *it*, use *doesn't.*)

EXAMPLES: Nonstandard--He *don't* work after 5 p.m.
Standard--He *doesn't* work after 5 p.m.
Standard--They *don't* work after 5 p.m.

D. *Himself*--Sometimes used incorrectly as *hisself*

(NOTE: There is no such word as *hisself.*)

EXAMPLES: Nonstandard--The electrician accidentally shocked *hisself.*
Standard--The electrician accidentally shocked *himself.*

E. *Themselves*--Sometimes used incorrectly as *theirselves*

(NOTE: There is no such word as *theirself* or *theirselves.*)

EXAMPLES: Nonstandard--The girls saw theirselves in the mirror.
Standard--The girls saw *themselves* in the mirror.

F. *Like*--Do not use in place of *as if*

G. *As if*--May be used in place of *as though*

EXAMPLES: Nonstandard--He worked *like* he was tired.
Standard--He worked *as if* he were tired.

INFORMATION SHEET

H. *Alright*--Should always be spelled as two words: *all right*

I. *Alot*--Should always be spelled as two words: *a lot*

J. *Brought*--Sometimes used incorrectly as *brung*

(NOTE: *Brought* is the past form of *bring*. There is no such word as *brung*.)

EXAMPLES: Nonstandard--I *brung* my lunch to work.
Standard--I *brought* my lunch to work.

VII. Words with correct endings (Assignment Sheet #5)

(NOTE: Often plural or singular endings are incorrectly left off words ending in "sk" or "s" which are difficult to pronounce.)

A. *Scientists*--Sometimes used incorrectly as *scientist*

EXAMPLES: The *scientist* are working on an experiment. (incorrect)
The *scientists* are working on an experiment. (correct)

B. *Asks*--Use with *he, she,* or *it*

EXAMPLES: She *ask* many questions in class. (incorrect)
She *asks* many questions in class. (correct)

C. *Prejudiced/prejudices*--Sometimes used incorrectly as *prejudice*

(NOTE: To make the noun "prejudice" an adjective, add "ed"; to make it plural, add "s.")

EXAMPLES: Her *prejudice* prevents her from being fair-minded. (noun)
She is a very *prejudiced* person. (adjective)
Her *prejudices* prevent her from being fair-minded. (plural noun)

D. *Supposed*--Sometimes used incorrectly as *suppose*

EXAMPLES: You are not *suppose* to use that machine. (incorrect)
You are not *supposed* to use that machine. (correct)

E. *Used*--Sometimes used incorrectly as *use*

EXAMPLES: You are not as thin as you *use* to be. (incorrect)
You are not as thin as you *used* to be. (correct)

Language Levels: Standard English

FORMAL

This level of speech and usage is suitable for serious writing and speaking. Use for your compositions. Use for job applications and job interviews. Use whenever you wish to make a good impression.

INFORMAL (Colloquial)

This level of speech and usage is suitable when speaking or writing to friends and close members of your family. Do not use for your compositions, except for dialog.

Language Levels: Nonstandard English

SLANG

This level of speech and usage has been strongly influenced by radio, television, and the movies. Slang is a "fad" language with no lasting value. Young people use slang when talking to their friends; however, slang should not be used in compositions.

ILLITERATE

This level of speech and usage is unacceptable, the language of the uneducated. Illiterate usage breaks grammar rules and adds words that do not belong in the English language.

Language Levels
(Examples)

FORMAL	INFORMAL
I observed the charming young lady and longed to tell her of my affection and admiration for her. Therefore, I sent her a lovely bouquet of roses.	I watched the pretty girl and wanted to tell her how much I liked her, so I sent her some flowers.
SLANG	ILLITERATE
I sized up this gorgeous chick and wanted to tell her how gone I was on her, so I took her a bunch of posies.	Like, I seen this here kid, you know. I like her, but I ain't never told her yet. I brung her some flowers, though.

USAGE
UNIT I

ASSIGNMENT SHEET #1--CHOOSE CORRECT WORD USAGE IN GIVEN SENTENCES

NAME________________________________ SCORE________________

The following sentences contain easily confused words. Circle the correct word in each of the following sentences. You may refer to your Information Sheet if necessary.

EXAMPLE: This machine does not (except, [✓ accept]) coins.

PART I

A. Do not (accept, except) as truth everything someone tells you.

B. We must (accept, except) the lowest construction bid.

C. (Accept, Except) for a few minor problems, the motor runs well.

D. Everyone passed the test (accept, except) Tony.

E. A strike will have no (affect, effect) on this job.

F. What the teacher said (affected, effected) me.

G. Does smoking (affect, effect) you?

H. The (affect, effect) of pollution on the environment is obvious.

I. Painting the house caused an argument (among, between) Mother and Dad.

J. The work was divided (among, between) Jean, Paula, and Nicole.

K. The boys walked (among, between) the many machines in the plant.

L. (Among, Between) you and me, there should be no hard feelings.

M. The prize money given by the CVET class will be divided (among, between) the members of our family.

N. The boys poured concrete (in, into) the bucket.

O. Please come (in, into) the cellar to see our concrete work.

P. We will go (in, into) a few minutes.

Q. I live (in, into) a world of working people.

R. There are at least one hundred workers (in, into) this factory.

ASSIGNMENT SHEET #1

PART II

A. You could (have, of) built the swing set.

B. Before wiring the lamp you should (have, of) read the directions.

C. Your homework could (have, of) been done before the game.

D. The men were proud of (their, there, they're) work.

E. He placed the hammer (their, there, they're) on the shelf.

F. What were you doing (their, there, they're)?

G. (Their, There, They're) friends of the supervisor.

H. Some people are lazy when (their, there, they're) needed for work.

I. The class wanted (their, there, they're) teacher to explain the rules.

J. Some people want only (their, there, they're) pay.

PART III

A. Our class went (to, too, two) visit a construction site.

B. We talked with (to, too, two) people who built bridges.

C. One of them said (to, too, two) many people were out of work unnecessarily.

D. It is easy (to, too, two) get a job if you know a trade.

E. I am glad I can go (to, too, two) vo-tech classes.

F. I am learning welding at (a, an, and) good school.

G. Yesterday we were taught to light (a, an, and) acetylene torch.

H. There are both boys (an, and) girls in our CVET class.

I. The first thing that was taught was (a, an, and) course on safety.

J. Be careful with matches when (a, an, and) oxygen tank is in use.

PART IV

A. (It's, Its) a beautiful day for completing our project.

ASSIGNMENT SHEET #1

B. This machine is dangerous; (it's, its) safety guard should never be removed.

C. If (it's, its) removed, you may injure yourself.

D. (It's, Its) parts have very sharp grinding edges.

E. Ivory is the safety code color applied to (it's, its) edges.

F. Ivory is a good safety color because (it's, its) easy to see.

G. Moths are attracted to light colors, however, and that large moth lost (it's, its) life by flying into the machine.

H. Look, there is (it's, its) dusty pink wing.

I. I know what kind of moth that is; (it's, its) called a sphinx or hummingbird moth.

J. Well, (it's, its) time to clean up now, so let's put the tools away.

PART V

A. Please (sit, set) the project on that shelf.

B. The project (sits, sets) on the second shelf.

C. Last week you left the project (sitting, setting) on the floor.

D. You didn't know where to (sit, set) it.

E. Remember that it always (sits, sets) in the same place.

F. (Leave, Let) me put the project away the next time.

G. I would never (leave, let) it (sit, set) on the floor.

H. If you (leave, let) the project out, it may get broken.

I. I will (leave, let) the instructor know that we have put it away properly.

PART VI

A. Never leave your tools (lying, laying) around.

B. When you (lie, lay) a tool down, remember where you put it.

C. Once you misplaced a tool, and it (lay, laid) there for a week.

D. These small tools always (lie, lay) in that shallow drawer.

ASSIGNMENT SHEET #1

E. That one has (lain, laid) there for a long time.

F. Once William (lay, laid) a heavy anvil on his hand.

G. He had to (lie, lay) in bed for a day.

H. He had to (lie, lay) very still in order not to move his hand.

I. His mother (lay, laid) an ice pack on his hand.

J. "(Lie, Lay) one on my forehead, too," William moaned.

PART VII

A. Watch out for that (lose, loose) board.

B. It is difficult to (rise, raise) a flag when it is windy.

C. We must (quit, quite) being so noisy.

D. I like a (quite, quiet) place to study.

E. Don't (lose, loose) that blueprint.

F. That blueprint is (quiet, quite) valuable.

G. Please (rise, raise) for the flag salute.

H. The level of the river has (rose, risen).

I. (Raise, Rise) that window a bit, please.

J. This yeast will make the bread (raise, rise).

USAGE
UNIT I

ASSIGNMENT SHEET #2--CHOOSE *GOOD, WELL, BAD, BADLY* IN GIVEN SENTENCES

NAME______________________________ SCORE________________

Read the following sentences, and then circle the correct adjective or adverb in parentheses. You may refer to your Information Sheet if necessary.

EXAMPLE: This spaghetti tastes very ([✓ good], well).

A. The welder did her job very (good, well).

B. "I can do this job (good, well)," said the carpenter.

C. The man was not burned (bad, badly) when the grease splattered on him.

D. The car battery was in (bad, badly) shape.

E. His sister is a (good, well) cook.

F. The teacher was (good, well) -dressed for the interview.

G. The CVET picnic turned out (good, well).

H. (Bad, Badly) tires can cause an accident.

I. This house needs a paint job (bad, badly).

J. The (bad, badly) mechanic blamed his tools.

USAGE
UNIT I

ASSIGNMENT SHEET #3–CROSS OUT UNNECESSARY WORDS OR LETTERS IN GIVEN SENTENCES

NAME______________________________ SCORE______________

Cross out unnecessary words or letters in the following sentences. Write the corrected word or words in the blank to the left of each sentence. Write a "C" in the blanks before those sentences that are correctly written.

EXAMPLE: ____Today____ ~~At this point in time~~ I am ready to quit.

______________ A. Dad can't find his paint brushes anywheres.

______________ B. He had ought to put them away after cleaning them.

______________ C. Where will you be working at when school is out?

______________ D. I will be working in front of a crowd.

______________ E. I can't hardly drive a nail straight.

______________ F. There is a switch in back of that door.

______________ G. Unload the lumber off of the truck.

______________ H. Due to the fact that you might fall, you ought not walk on the ledge.

______________ I. That there torch can cause you to be blind.

______________ J. The blueprints were nowhere in sight.

______________ K. We can hardly wait to rebuild our transmission.

______________ L. At this point in time we can get money from the boss.

______________ M. Everywheres we looked, we saw girls and boys cooking hamburgers.

______________ N. We had no trouble finding where the cooking contest was held at.

______________ O. We ought not go hungry.

______________ P. That there girl will probably win this prize.

______________ Q. Where will we be eating?

______________ R. Take the pickles off of my hamburger.

______________ S. When the cookout was over, fires everywhere were put out.

______________ T. We can't hardly cause a forest fire.

USAGE
UNIT I

ASSIGNMENT SHEET #4--DISTINGUISH BETWEEN STANDARD AND NONSTANDARD USAGE IN GIVEN SENTENCES

NAME__________________________________ SCORE________________

Choose standard usage terms in sentences. In each of the following sentences, circle the correct standard usage word(s).

EXAMPLE: The students congratulated (theirselves, [✓ themselves]).

PART I

A. Our supervisor (don't, doesn't) allow any foolishness on the job.

B. The boys got (theirselves, themselves) in trouble because they weren't working.

C. They were standing around (as if, like) everything was done.

D. Dad says a man can be proud of (himself, hisself) when he gives a full day's work for a full day's pay.

E. I have (did, done) more than my share of work today.

F. I did (alot, a lot) of heavy lifting.

G. My supervisor (saw, seen) me do it.

H. Dad says that it is (alright, all right) to lift heavy objects if you do so properly.

I. I (saw, seen) that there was more work to be done.

J. Have you (brought, brung) in the clothes yet?

PART II

A. The boy (brought, brung) the correct tools.

B. He (doesn't, don't) always get finished this soon.

C. He is very proud of (himself, hisself).

D. Many people could be proud of (theirselves, themselves) if they worked better.

E. Shake my hand (as if, like) you mean it.

F. The workers have (saw, seen) that a good job was done.

ASSIGNMENT SHEET #4

G. (Alot, A lot) of them (doesn't, don't) want the building moved or destroyed.

H. They could finish it (alright, all right) (theirselves, themselves).

I. She prepared lunch (as if, like) she were a professional cook.

J. She said that her brother (saw, seen) her (himself, hisself.)

USAGE
UNIT I

ASSIGNMENT SHEET #5--CHOOSE WORDS WITH CORRECT ENDINGS

NAME ______________________________ SCORE ________________

The following sentences contain words whose endings are often omitted. Circle the word(s) with the correct endings. You may refer to your Information Sheet if necessary.

EXAMPLE: The NASA space (scientist, [✓ scientists]) are busy.

A. You are not (suppose, supposed) to operate broken equipment.

B. I always (ask, asks) my instructor if I do not understand.

C. He is not a (prejudice, prejudiced) person.

D. The two (scientist, scientists) solved the problem.

E. The teacher (ask, asks) many questions.

F. I (use, used) to have many (prejudice, prejudices).

G. What am I (suppose, supposed) to do?

H. How many (scientist, scientists) attended the meeting?

I. (Prejudice, Prejudiced) can be very harmful.

J. How am I (suppose, supposed) to get (use, used) to this?

USAGE
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. accept
B. accept
C. Except
D. except
E. effect
F. affected
G. affect
H. effect
I. between
J. among
K. among
L. Between
M. among
N. into
O. into
P. in
Q. in
R. in

PART II

A. have
B. have
C. have
D. their
E. there
F. there
G. They're
H. they're
I. their
J. their

PART III

A. to
B. two
C. too
D. to
E. to
F. a
G. an
H. and
I. a
J. an

ANSWERS TO ASSIGNMENT SHEETS

PART IV

A. It's

B. its

C. it's

D. Its

E. its

F. it's

G. its

H. its

I. it's

J. it's

PART V

A. set

B. sits

C. sitting

D. set

E. sits

F. Let

G. let, sit

H. leave

I. let

PART VI

A. lying

B. lay

C. lay

D. lie

E. lain

F. laid

G. lie

H. lie

I. laid

J. Lay

PART VII

A. loose

B. raise

C. quit

D. quiet

E. lose

F. quite

G. rise

H. risen

I. Raise

J. rise

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

A. well

B. well

C. badly

D. bad

E. good

F. well

G. well

H. Bad

I. badly

J. bad

Assignment Sheet #3

A. anywhere

B. ought

C. working

D. before

E. can hardly

F. behind

G. from

H. Because

I. That

J. C

K. C

L. Now, Right now, or Today

M. Everywhere

N. held

O. C

P. That

Q. C

R. off

S. C

T. can hardly

Assignment Sheet #4

PART I

A. doesn't

B. themselves

C. as if

D. himself

E. done

F. a lot

G. saw

H. all right

I. saw

J. brought

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. brought
B. doesn't
C. himself
D. themselves
E. as if
F. seen
G. A lot; don't
H. all right; themselves
I. as if
J. saw; himself

Assignment Sheet #5

A. supposed
B. ask
C. prejudiced
D. scientists
E. asks
F. used; prejudices
G. supposed
H. scientists
I. Prejudice
J. supposed; used

USAGE
UNIT I

TEST

NAME________________________________ SCORE________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Part of speech used to describe a verb, adjective, or other adverb

______b. Proper use of English; formal or informal English

______c. English used in everyday speaking and writing; labelled *colloquial* in most dictionaries

______d. Inappropriate or improper use of English; slang or illiterate English

______e. English used in serious writing and public speaking

______f. Part of speech used to describe a noun or pronoun

______g. Use of language

______h. Standard English and nonstandard English

______i. Uneducated; not knowing how to read or write

______j. "Fad" language used by certain groups

1. Standard English
2. Nonstandard English
3. Adjective
4. Adverb
5. Usage
6. Formal English
7. Informal English
8. Levels of English
9. Slang
10. Illiterate

2. Match levels of English usage to their correct uses. Write the correct numbers in the blanks. Numbers may be used more than once. Some blanks will contain more than one number. Uses are continued on the next page.

______a. Nonstandard English

______b. Standard English

______c. Used in casual conversation; "fad" language

______d. Use when writing compositions

______e. Do not use in compositions, except in dialog

______f. Used by uneducated

______g. Use in serious writing or speaking

1. Formal
2. Informal
3. Slang
4. Illiterate

TEST

______h. Use in everyday situations requiring proper English

______i. Should not be used in writing, except where necessary in dialog

______j. Use whenever you wish to make a good impression

______k. Use when speaking or writing to friends or family members

______l. Should not be used in speaking or writing

3. Choose correct usage of easily confused words. Circle the correct word in parentheses.

a. I cannot (accept, except) the manager's offer.

b. I will be working every day (accept, except) Friday.

c. The move will have no (affect, effect) on Carla's cousin.

d. In the city you will work (among, between) many different races of people.

e. The welding class will meet (in, into) room 8.

f. The work is to be shared evenly (among, between) the two girls.

g. Daylight Savings Time will (affect, effect) my sleep habits.

h. We had to go (in, into) the kitchen to wash the dishes.

i. You could (have, of) made tacos.

j. The boys are proud (have, of) their class.

k. The bus stops (their, there, they're) everyday.

l. The men took (their, there, they're) tools and left.

m. When babies cry (their, there, they're) needing attention.

n. We went (to, too, two) a lecture last night called "The Value of Work."

o. The lecture was (too, too, two) long.

p. (To, Too, Two) men fell asleep.

q. (A, An, And) oxygen tank is needed right now.

TEST

r. The class will read directions (an, and) do the project this morning.

s. The class installed (a, an, and) lighting fixture in the cafeteria.

t. (Sit, Set) that vase over there on the table.

u. I will (quit, quite) working at 5:30 p.m.

v. I feel tired and must (lie, lay) down.

w. Did you (loose, lose) your keys?

x. (Rise, Raise) the flag at dawn.

y. Don't (leave, let) the machine get too hot.

z. (It's, Its) a shame that you broke your leg.

4. Choose correct usage of adjective/adverb pairs. Circle the correct word in parentheses.

a. The actress knew her lines (good, well).

b. The dog did a (good, well) job with his tricks.

c. People and animals can work (good, well) together.

d. The small boy behaved (bad, badly).

e. He made his mother look (bad, badly).

5. Select from the following list sentences free of unnecessary words or letters. Write an "X" in the blank before each correct sentence.

______a. Where is the library at?

______b. Get down off of the roof.

______c. We ought not buy that car.

______d. We cannot go anywhere until the floor is shining.

______e. He stood before the audience to give his speech.

______f. A person can't hardly afford a car today.

______g. This here car costs $8,000.

______h. Due to the fact that cars are so expensive, I will not buy one at this point in time.

TEST

_____i. There is dust in back of the refrigerator.

_____j. The hammer is nowhere to be found.

_____k. We ought to pack a picnic lunch for our trip.

_____l. Don't jump from the side of the diving board.

_____m. Because you are quiet, you may leave early.

_____n. That there chisel is the wrong size for the job.

_____o. We could go to the movies tonight.

_____p. Anywheres you want to go is fine with me.

_____q. At this point in time, I don't care where we go.

_____r. That textbook is the one I used last year.

_____s. It was lying behind my desk for a month.

_____t. I am so full I can hardly eat another bite.

6. Distinguish between standard and nonstandard usage in the following sentences. Circle the correct word in parentheses.

   a. Rats have (did, done) severe damage to this insulation.

   b. I (doesn't, don't) know how they got in here.

   c. The teacher welded all the seams in this metal building (himself, hisself).

   d. (Alot, A lot) of damage is expensive.

   e. The teacher acted (as if, like) everything was (alright, all right)

   f. He (doesn't, don't) want us to move from the building.

   g. He (doesn't, don't) want us to kill the rats.

   h. The custodians will take care of the problem (theirselves, themselves).

   i. I (seen, saw) one of the rats myself.

   j. Now it looks as though it (brought, brung) its whole family with it.

7. Select from the following list sentences containing words with correct endings. Write an "X" before each correct sentence.

_____a. Three of the scientist worked on the project.

_____b. They always ask a lot of interesting questions.

TEST

______c. The way she talks reveals her prejudices.

______d. Which direction is this valve suppose to turn?

______e. She used to ask for help every time she cleaned her house.

______f. He is a prejudice person.

______g. How many scientists attended the meeting?

______h. The school bus is supposed to stop at Elm Street.

______i. They are prejudiced committee members.

USAGE
UNIT I

ANSWERS TO TEST

1. a. 4
b. 1
c. 7
d. 2
e. 6
f. 3
g. 5
h. 8
i. 10
j. 9

2. a. 3, 4
b. 1, 2
c. 3
d. 1
e. 2
f. 4
g. 1
h. 2
i. 3
j. 1
k. 2
l. 4

3. a. accept
b. except
c. effect
d. among
e. in
f. between
g. affect
h. into
i. have
j. of
k. there
l. their
m. they're
n. to
o. too
p. Two
q. An
r. and
s. a
t. Set
u. quit
v. lie
w. lose
x. Raise
y. let
z. It's

ANSWERS TO TEST

4. a. well
   b. good
   c. well
   d. badly
   e. bad

5. c, d, e, j, k, l, m, o, r, s, t

6. a. done
   b. don't
   c. himself
   d. A lot
   e. as if; all right
   f. doesn't
   g. doesn't
   h. themselves
   i. saw
   j. brought

7. b, c, d, e, g, h, i

ROOTS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to select a definition of a word by recognizing the meaning of the root of the word. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Select from a list the characteristics of a root.
2. Match common roots to their correct definitions.
3. Match words containing roots to their correct definitions.
4. Select roots in words.
5. Write the meaning of roots in given words.

ROOTS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

A. Make transparency.

B. Provide students with objective sheet.

C. Discuss unit and specific objectives.

D. Provide students with information and assignment sheets.

E. Discuss information and assignment sheets.

F. Tell students to refer to the Information Sheet, Section II, when working Assignment Sheets #1-#3.

G. Conduct daily drills on the roots and definitions in Information Sheet, Section II.

H. Ask students for words that contain roots other than those in Information Sheet, Section II. Have them use their dictionaries and make a list.

I. Have students print prefixes on cards of one color, roots on cards of another color, and suffixes on cards of another color. Deal each player an equal number of each type of card. Students should try to make as many words as possible by adding prefixes or suffixes or both to the roots. They should write their words on a list. When all the players are stumped, they may pass a root card to the player on the left. The player with the longest list of words wins. If there is any disagreement about a word, use the dictionary to decide.

J. Play "Root Word Bingo." Make the prize a free book from the Scholastic booklist.

K. Give quizzes on the roots and definitions in Information Sheet, Section II. Grade these quizzes.

L. Give students many examples of words containing the roots quizzed on.

M. Give the students the same quizzes two or three weeks after this unit has been covered, to see how many roots and their definitions they remember.

N. Allow students two class periods to take the test in this unit.

O. Give test.

P. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Transparency Master: TM #1--Most Often Used Roots
- E. Assignment sheets
  - 1. Assignment Sheet #1--Select Roots in Words
  - 2. Assignment Sheet #2--Write the Meaning of Roots in Given Words
  - 3. Assignment Sheet #3--Match Words Containing Roots to Their Correct Definitions
- F. Answers to assignment sheets
- G. Test
- H. Answers to test

III. Unit references

- A. Levine, Harold. *Vocabulary for the High School Student*. New York: Amoco School Publications, Inc., 1967.
- B. Miller, Ward S. *Word Wealth.* New York: Holt, Rinehart & Winston, Inc., 1958.

ROOTS
UNIT II

INFORMATION SHEET

I. Characteristics of a root

- A. Main or basic part of a word with no prefix or suffix added to it
- B. Part of word that reveals core or basic meaning
- C. Foundation or basic building block of a word
- D. May appear at beginning, middle, or end of a word

  (NOTE: There may be more than one root in a word.)
- E. Usually made of three to five letters

II. Common roots and their definitions (Transparency #1; Assignment Sheets #1-#3)

- A. **am**--Love

  EXAMPLES: An *am*ateur *loves* his works so much, he refuses pay.
  An *am*bitious person *loves* jobs demanding skill and effort.

- B. **annu**--Yearly

  EXAMPLES: Our school *annu*al is published once a *year*.
  Flowers that bloom only once a *year* are called *annu*als.

- C. **aqua**--Water

  EXAMPLES: An *aqua*rium is a tank for fish and plants that live in *water*.
  *Aqua*tic means growing or living in or upon *water*.

- D. **astro**--Star

  EXAMPLES: *Astro*logy is the study of the *stars*.
  An *astro*naut is a person who travels toward the *stars* in outer space.

- E. **audi**--Hear, listen

  EXAMPLES: We went to the *audi*torium to *hear* the music.
  The *audi*ence *listened* to the speaker.

- F. **auto**--Self

  EXAMPLES: An *auto*matic dishwasher runs by it*self*.
  An *auto*mobile is *self*-powered.

INFORMATION SHEET

G. **bene**--Good, well

EXAMPLES: A *bene*diction is a prayer or blessing for *good* wishes.
Something that is *bene*ficial is for one's own *good*.

H. **cide**--To kill

EXAMPLES: Insecti*cides kill* insects.
Sui*cide* means to *kill* oneself.

I. **dic, dict**--Say, speak

EXAMPLES: A *dict*ator *says* (*dict*ates) what others should do.
Your *dic*tion is your manner of *speak*ing.

J. **duct**--Lead

EXAMPLES: Those con*duct*ors *lead* electricity from one place to another.
A con*duct*or con*duct*s or *leads* an orchestra.

K. **gen**--Beginning or birth

EXAMPLES: *Gen*erate means to *bring into being*, to cause to be.
*Gen*esis is the *beginning* book of the Bible.

L. **geo**--Earth

EXAMPLES: *Geo*graphy is the study of the countries on *earth*.
*Geo*logy is the study of the *earth's* surface.

M. **graph, gram**--Write

EXAMPLES: *Gram*mar is the study of *written* language.
*Graph*ics departments deal with painting and *writing*.

N. **ject**--Throw

EXAMPLES: A pro*ject*or is a machine that *throws* pictures onto a screen.
A re*ject* is something *thrown* out or not accepted.

O. **leg, lect**--Read

EXAMPLES: *Leg*ible writing is writing that can be *read*.
A *lect*ern is a stand on which to place notes to be *read* while speaking.

P. **log, logy**--Word, study of

EXAMPLES: Psycho*logy* is the *study of* the mind.
*Log*ic means "*word* thought," correct reasoning.

INFORMATION SHEET

Q. **mal**--Evil, bad, unkind

EXAMPLE: *Mal*nutrition is a *bad* or faulty nutritional diet.
*Mal*treat means to treat roughly or *unkindly*.

R. **meter**--Measure

EXAMPLES: The speedo*meter measures* the speed of the car.
A thermo*meter measures* air temperature.

S. **pend**--Hang

EXAMPLES: A *pend*ant is a necklace with a charm *hang*ing from it.
A *pend*ulum *hangs* from many old-fashioned clocks.

T. **phobia**--Fear

EXAMPLES: Hydro*phobia* is *fear* of water.
A *fear* of high places is called acro*phobia*.

U. **port**--Carry

EXAMPLES: Trans*port*ation is *carrying* something from one point to another.
A re*port carries* a message.

V. **scrib, scrip**--Write

EXAMPLES: To in*scribe* a name on a plaque is to *write* it on.
A *script*writer *writes* material for motion pictures and television.

W. **tele**--Far

EXAMPLES: The *tele*phone sends messages *far* away.
A *tele*meter is an instrument for determining the distance of an object *far* from the observer.

X. **thermo**--Heat

EXAMPLE: A *thermo*meter measures the *heat* of something.
A *thermos* is an insulated bottle that keeps *heated* food hot.

Y. **tra, tract**--Draw

EXAMPLES: He *tra*ced the picture by *draw*ing over the lines.
A con*tract* is an agreement *drawn* up between two people.

Z. **voc, voke**--Call

EXAMPLES: A *voc*ation is a person's *call*ing or career.
When a license is re*voke*d, it is re*call*ed, taken back.

Most Often Used Roots

ROOT	MEANING	EXAMPLES
voc, voke	call	vocation, revoke
audi	hear, listen	audience
port	carry	transport
scrib, scrip	write	scribble, script
dic, dict	say, speak	dictate, diction
duct	lead	conduct, viaduct
tra, tract	draw	trace, contract
ject	throw	project, reject
meter	measure	speedometer
auto	self	automobile
log, logy	word, study of	logic, biology
tele	far	telephone
gen	beginning, birth	generator
bene	good, well	benefit, beneficial
mal	evil, bad, unkind	maladjusted
graph, gram	write	telegraph, program
ceive, cept	take	receive, accept

ROTS
UNIT II

ASSIGNMENT SHEET #1--SELECT ROOTS IN WORDS

NAME ______________________________ SCORE ______________

A root is a basic building block of a word. Knowing what a root means can help you determine what a word means.

PART I

Each word in the following list contains at least one root. Select the root(s) by circling them.

EXAMPLE: portable

A. xenophobia

B. malfunction

C. graphically

D. barometer

E. scribble

F. portable

G. amorous

H. audition

I. homocide

J. dictate

K. vocal

L. ductile

M. injection

N. tractor

O. depend

P. benefactor

Q. illegible

R. autobiography

S. annuity

T. report

PART II

Each word in the following list contains a root. Select the root; then write it in the blank.

EXAMPLE: geode ____geo____

WORDS	ROOT
A. benefit	______________
B. automatic	______________
C. television	______________
D. generation	______________
E. aquamarine	______________

ASSIGNMENT SHEET #1

F. annular ______________________

G. subtract ______________________

H. inductive ______________________

I. logical ______________________

J. auditory ______________________

ROOTS
UNIT II

ASSIGNMENT SHEET #2--WRITE THE MEANING OF ROOTS IN GIVEN WORDS

NAME____________________________ SCORE______________

Each root has a meaning. The meaning of a root helps define the word that the root forms.

PART I

Choose one root from each of the following words. Write the roots and their meanings in the spaces provided.

EXAMPLE: telegraph tele far

WORD	ROOT	MEANING
A. thermostat		
B. ambitious		
C. beneficiary		
D. malfunction		
E. regicide		
F. dictionary		
G. scripture		
H. geographic		
I. automobile		
J. audition		
K. vocation		
L. audible		
M. biology		
N. program		
O. annual		

ASSIGNMENT SHEET #2

PART II

Match the underlined roots in the following words to their correct definitions. Write the correct numbers in the blanks.

WORD	DEFINITION
_____A. Astrologer	1. Self
_____B. Geomancy	2. Earth
_____C. Transport	3. Star
_____D. Aqueduct	4. Fear
_____E. Telegram	5. Measure
_____F. Amiable	6. Carry
_____G. Voltmeter	7. Water
_____H. Automatic	8. Throw
_____I. Claustrophobia	9. Far
_____J. Inject	10. Love

ROOTS
UNIT II

ASSIGNMENT SHEET #3--MATCH WORDS CONTAINING ROOTS TO THEIR CORRECT DEFINITIONS

NAME______________________________ SCORE______________

By knowing the meaning of a root and reading a word in the context of the sentence in which it appears, the definition of the word can often be determined.

PART I

Select definitions for the underlined words in the following sentences. Write the correct numbers in the blanks. The first one has been done for you.

A. People who write an autobiography write it ____2____.

1. about other people 2. about themselves 3. about a relative

B. Malediction means to ____________ someone.

1. curse 2. praise 3. honor

C. A scribe belongs to the profession of ____________.

1. writing 2. teaching 3. acting

D. The benediction was meant for ____________ blessings.

1. good 2. curseful 3. sad

E. Malice toward others would be considered ____________.

1. great 2. bad 3. uneventful

F. A protractor is an instrument used for ____________.

1. drilling 2. eating 3. drawing

G. An annual class reunion happens ____________ a year.

1. once 2. twice 3. three times

H. Asterisks are ____________-shaped marks.

1. circle 2. oval 3. star

I. We set the thermostat to shut off the ____________ in the room.

1. water 2. breeze 3. heat

J. A congenital disease would begin ____________.

1. in old age 2. at birth 3. during middle-age

ASSIGNMENT SHEET #3

PART II

Match the following words to their correct definitions. Write the correct numbers in the blanks.

_____A. Vocal

_____B. Biology

_____C. Geomorphic

_____D. Dictation

_____E. Acrophobia

_____F. Transcript

_____G. Germicide

_____H. Import

_____I. Introduction

_____J. Audible

1. Fear of high places
2. Leading section of a book or composition
3. Written copy
4. Talkative
5. Can be heard
6. Pertaining to the earth's shape
7. Carry into a country
8. Study of life
9. Speaking aloud to someone else
10. Substance that kills germs

ROOTS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. phobia
B. mal
C. graph
D. meter
E. scrib
F. port
G. am
H. audi
I. cide
J. dic or dict
K. voc
L. duct
M. ject
N. tract
O. pend
P. bene
Q. leg
R. auto, bio, graph
S. annu
T. port

PART II

A. bene
B. auto
C. tele
D. gen
E. aqua
F. annu
G. tract
H. duct
I. log
J. audi

Assignment Sheet #2

PART I

A. thermo; heat
B. am; love
C. bene; good, well
D. mal; evil, bad, unkind
E. cide; to kill
F. dict; say, speak
G. scrip; write
H. geo; earth
I. auto; self
J. audi; hear, listen
K. voc; call
L. audi; hear, listen
M. logy; word, study of
N. gram; write
O. annu; yearly

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. 3
B. 2
C. 6
D. 7
E. 9
F. 10
G. 5
H. 1
I. 4
J. 8

Assigment Sheet #3

PART I

A. 2
B. 1
C. 1
D. 1
E. 2
F. 3
G. 1
H. 3
I. 3
J. 2

PART II

A. 4
B. 8
C. 6
D. 9
E. 1
F. 3
G. 10
H. 7
I. 2
J. 5

ROOTS
UNIT II

TEST

NAME______________________________ SCORE________________

1. Select from the following list the characteristics of a root. Write an "X" in the blank before each correct statement.

______a. Appears only at the end of a word

______b. Main or basic part of a word with no prefix or suffix added to it

______c. Part of word that reveals core or basic meaning

______d. Foundation or basic building block of a word

______e. May appear at beginning, middle, or end of a word

______f. Usually made up of two words

______g. Usually made of three to five letters

2. Match common roots to their correct definitions. Write the correct numbers in the blanks. Some blanks may contain more than one number.

______a. Call

______b. Write

______c. Say, speak

______d. Measure

______e. Word, study of

______f. Love

______g. Hear, listen

______h. Earth

______i. Hang

______j. Self

______k. Good, well

______l. Evil, bad, unkind

______m. Heat

1. dic, dict
2. voc, voke
3. scrib, scrip
4. pend
5. auto
6. meter
7. audi
8. log, logy
9. geo
10. bene
11. am
12. graph, gram
13. thermo
14. mal

TEST

______n. Fear

______o. Read

______p. Beginning or birth

______q. Lead

______r. Water

______s. Star

______t. Yearly

______u. To kill

______v. Far

______w. Draw

______x. Throw

______y. Carry

15. **tele**
16. **gen**
17. **port**
18. **astro**
19. **tra, tract**
20. **phobia**
21. **cide**
22. **aqua**
23. **annu**
24. **duct**
25. **ject**
26. **leg, lect**

3. Match words containing roots to their correct definitions. Write the correct numbers in the blanks.

______a. To call upon for help or inspiration

______b. Soft carbon used for lead in pencils; writing material

______c. Bad smell

______d. A writer

______e. Motor drawn vehicle used to pull farm machinery

______f. Yearly payment of money

______g. Fear of water

______h. The killing of a tyrant

______i. Ancestor to whom a group traces its birth

______j. Study of man

______k. Communication between far distant minds

1. Hydrophobia
2. Telepathy
3. Invoke
4. Tractor
5. Annuity
6. Progenitor
7. Scribe
8. Malodorous
9. Tyrannicide
10. Graphite
11. Anthropology

TEST

______l. A raised bridge or span leading over a valley

______m. Portable case for carrying papers and drawings

______n. Good natured, loving, friendly

______o. Having to do with the fusion, at an very high temperature, of the nuclei (centers) of atoms

______p. Comment "thrown" into conversation

______q. One who is enthusiastic about reproducing sound

______r. To read prepared notes

______s. Very small planet resembling a star in appearance

______t. Technique of making a process self-operating

______u. Hanging freely or loosely; hung so as to swing

______v. An instrument for measuring property of light

______w. Living or growing in or upon water

______x. Response to the earth's gravity

______y. Person receiving something good; an advantage; a benefit

______z. Telephone used for recording conversation

12. Asteroid
13. Geotropism
14. Viaduct
15. Amiable
16. Portfolio
17. Photometer
18. Automation
19. Beneficiary
20. Dictaphone
21. Thermonuclear
22. Pendulous
23. Aquatic
24. Audiophile
25. Interjection
26. Lecture

(NOTE: Test questions 4 and 5 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

4. Select roots in words.

5. Write the meaning of roots in given words.

ROOTS
UNIT II

ANSWERS TO TEST

1. b, c, d, e, g

2. a. 2
   b. 3, 12
   c. 1
   d. 6
   e. 8
   f. 11
   g. 7
   h. 9
   i. 4
   j. 5
   k. 10
   l. 14
   m. 13
   n. 20
   o. 26
   p. 16
   q. 24
   r. 22
   s. 18
   t. 23
   u. 21
   v. 15
   w. 19
   x. 25
   y. 17

3. a. 3
   b. 10
   c. 8
   d. 7
   e. 4
   f. 5
   g. 1
   h. 9
   i. 6
   j. 11
   k. 2
   l. 14
   m. 16
   n. 15
   o. 21
   p. 25
   q. 24
   r. 26
   s. 12
   t. 18
   u. 22
   v. 17
   w. 23
   x. 13
   y. 19
   z. 20

4. Evaluated to the satisfaction of the instructor

5. Evaluated to the satisfaction of the instructor

PREFIXES AND SUFFIXES
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to construct words using prefixes and suffixes. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match prefixes to their correct definitions.
3. Select from a list common suffixes.
4. Select from a list rules for attaching prefixes and suffixes to words.
5. Construct new words by adding prefixes.
6. Construct new words by adding suffixes.

PREFIXES AND SUFFIXES
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Tell students to refer to Sections II and IV of Information Sheet when working Assignment Sheets #1 and #2.

   G. Tell students to refer to Sections III and IV of Information Sheet when working Assignment Sheets #3 and #4.

   H. Have students play a card game with cards they have created. Students should print prefixes on cards of one color, words on cards of another color, and suffixes on cards of another color. When students play the card game, each player should be dealt an equal number of each type (color) of card. Players should then try to make as many words as possible by adding prefixes or suffixes or both to the words on their word cards. They should write their new words on a list. When all the players are stumped, they may pass a word card to the player on the left. The player with the longest list of new words wins. If there is any disagreement about a word, use the dictionary to decide.

   I. Discuss the answers to the assignment sheets in class, and if necessary, have students look up the words in the dictionary.

   J. Give test.

   K. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency masters

      1. TM #1--Common Prefixes

      2. TM #2--Common Suffixes

SUGGESTED ACTIVITIES

E. Assignment sheets

  1. Assignment Sheet #1--Construct New Words by Adding and Subtracting Prefixes
  2. Assignment Sheet #2--Construct New Words by Adding Prefixes
  3. Assignment Sheet #3--Construct New Words by Adding Suffixes
  4. Assignment Sheet #4--Complete a Prefix/Suffix Crossword Puzzle

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Levine, Harold. *Vocabulary for the High School Student.* New York: Amsco School Publications, Inc., 1967.

B. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

C. Warriner, John E. *English Grammar and Composition.* New York: Harcourt Brace Jovanovich Inc., 1977.

PREFIXES AND SUFFIXES
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Consonant--Letters of the alphabet other than *a, e, i, o*, and *u*

   B. Prefix--Letters added to beginning of word

   C. Suffix--Letters added to end of word

   D. Vowel--Letters *a, e, i, o, u* and sometimes *y*

II. Some common prefixes and definitions (Transparency #1; Assignment Sheets #1, #2, and #4)

   A. **un**--Not

      EXAMPLE: An *un*sophisticated person is *not* experienced in worldly matters.

   B. **re**--Backward, again

      EXAMPLE: To *re*sand the board is to sand it *again*.

   C. **pre**--Before, ahead of time

      EXAMPLE: A *pre*meditated killing is one planned *ahead of time*.

   D. **dis**--Away from

      EXAMPLE: To *dis*miss a class is to send the students *away*.

   E. **de**--Down from

      EXAMPLE: When mountaineers *de*scend, they climb *down* the mountain.

   F. **ex**--Out

      EXAMPLE: An *ex*-president is a person who has gone *out* of office.

   G. **mis**--Wrong, incorrect

      EXAMPLE: One who *mis*behaves behaves *wrongly*.

   H. **in**

      1. To, toward, into

         EXAMPLE: To *in*ject fuel is to "hurl" or force it *into* an engine.

      2. Not

         EXAMPLE: People are *in*capable of doing something when they are *not* able to perform a duty.

INFORMATION SHEET

I. **anti**--Against

EXAMPLE: An *anti*dote is a remedy that acts *against* the effects of poison.

J. **non**--Not

EXAMPLE: A *non*violent person is gentle and *not* violent.

III. Some common suffixes (Transparency #2; Assignment Sheets #3 and #4)

A. **ful**--Full of

EXAMPLES: Beautiful, careful

B. **less**--Without

EXAMPLES: Childless, careless

C. **ible, able**--Able to

EXAMPLES: Agreeable, sensible

D. **ness**--Condition or quality

EXAMPLES: Rudeness, kindness

E. **eous, ous**--Full of

EXAMPLES: Generous, plenteous

F. **ly**--Manner or way

EXAMPLES: Slowly, badly

G. **ment**--Result or product

EXAMPLES: Pavement, department

H. **er**--More

EXAMPLES: Richer, warmer

I. **ing**--An act or instance

EXAMPLES: Talking, digging

J. **ed**--Done, past

EXAMPLES: Talked, walked

K. **ion**--Condition or act of

EXAMPLES: Decision, celebration

INFORMATION SHEET

IV. Rules for attaching prefixes and suffixes to words (Assignment Sheets #1-#4)

A. Spelling of a word remains the same when a prefix is added to a word

EXAMPLES: *un*do
*un*certain
*re*organize

B. Spelling of a word remains the same when the suffixes *ness* and *ly* are added to a word

(NOTE: Words ending in *y* usually change the *y* to *i* before *ness* and *ly* are added. The words *true* and *due* drop the final *e* before adding *ly*. One-syllable adjectives ending in *y* do not change the spelling of the word.)

EXAMPLES: sure + ly = sure*ly*
real + ly = real*ly*
dry + ness = dry*ness*
true + ly = tru*ly*

C. Drop the final *e* before a suffix beginning with a vowel

(NOTE: Vowels are the letters *a, e, i, o,* and *u*. The final *e* is kept in words ending in *ce* and *ge*.)

EXAMPLES: hope = hop*ing*
fame = fam*ous*
love = lov*able*

D. Keep the final *e* before a suffix beginning with a consonant

(NOTE: Consonants are all alphabet letters that are not vowels.)

EXAMPLES: entire = entire*ly*
hope = hope*ful*

E. In words ending in a consonant and *y*, change the *y* to *i* if the suffix does not begin with *i*

EXAMPLES: mystery + ous = myster*ious*
hasty + ly = hast*ily*
worry + ed = worr*ied*

Common Prefixes

PREFIX	MEANING	EXAMPLE
ab	away, from	absent
ad	to, toward	admit
anti	against	antidote
auto	self	autograph
bi	two	bicycle
contra	against	contradict
dis	apart from	disassemble
e, ex	out, out of, from	exit, example
fore	before, in front of	forehead
il, im, in, ir, un	not	illegal, immature uncut, unusually
inter	between	interstate highway
mal	bad, ill	malady
mis	wrong	mislead, misdeed
per	by, through, thoroughly	permit, persuade
post	after	postscript, postdate
pre	before	prescribe, precede
semi	half	semicircle
sub	under	submarine
super	above, on, over	superhighway
trans	across	transport
uni	one, single	uniform, unicycle

Common Suffixes

SUFFIX	MEANING	EXAMPLE
acy	state or quality of being	accuracy
ship		friendship
ness		likeness
ant	one who	assistant
er		buyer
tor		actor
sor		sponsor
dom	state of being	freedom
able, ible	able to	agreeable, sensible
fy	make, form into	beautify, verify
er	more—in degree	higher, warmer
est	most—in degree	highest, warmest
most	highest—in degree	hindmost, foremost
ly	manner	slowly, badly

PREFIXES AND SUFFIXES
UNIT III

ASSIGNMENT SHEET #1--CONSTRUCT NEW WORDS BY ADDING AND SUBTRACTING PREFIXES

NAME ______________________ SCORE ____________

By adding some prefixes and by taking away others, you can make new words.

PART I

Subtract one prefix and add another to make a new word. Use the following columns to fill in your answers.

WORD **SUBTRACT** **ADD** **NEW WORD**

EXAMPLE: deduct – de + con = conduct

A. uncork — un + re = ______________

B. review — re + pre = ______________

C. rewrap — re + un = ______________

D. unload — un + re = ______________

E. unlike — un + dis = ______________

F. repay — re + pre = ______________

G. recook — re + pre = ______________

H. preheat — pre + re = ______________

I. pretest — pre + re = ______________

J. express — ex + de = ______________

K. depart — de + im = ______________

L. depress — de + re = ______________

M. devalue — de + re = ______________

PART II

Write the new word that is formed by adding a prefix to a word.

PREFIX **WORD** **NEW WORD**

EXAMPLE: mis + take = mistake

A. anti + aircraft = ______________

B. in + audible = ______________

80-G

ASSIGNMENT SHEET #1

	PREFIX		WORD		NEW WORD
C.	un	+	certain	=	________________
D.	dis	+	approve	=	________________
E.	mis	+	step	=	________________
F.	dis	+	interested	=	________________
G.	dis	+	solution	=	________________
H.	un	+	navigable	=	________________
I.	un	+	nerve	=	________________
J.	dis	+	integrate	=	________________

PREFIXES AND SUFFIXES
UNIT III

ASSIGNMENT SHEET #2--CONSTRUCT NEW WORDS BY ADDING PREFIXES

NAME ______________________ SCORE ____________

You can make new words by using different prefixes.

PART I

Add the following prefixes to the list of words below. Make as many new words as possible. If you are unsure, use your dictionary.

de, dis, re, pre, mis, un

EXAMPLE: assemble disassemble, reassemble, preassemble, unassemble

A. like ______________________

B. shaped ______________________

C. understood ______________________

D. pay ______________________

E. born ______________________

F. claim ______________________

G. load ______________________

H. finish ______________________

I. name ______________________

J. new ______________________

K. pack ______________________

L. service ______________________

M. elect ______________________

N. arrange ______________________

O. embark ______________________

P. paid ______________________

Q. do ______________________

ASSIGNMENT SHEET #2

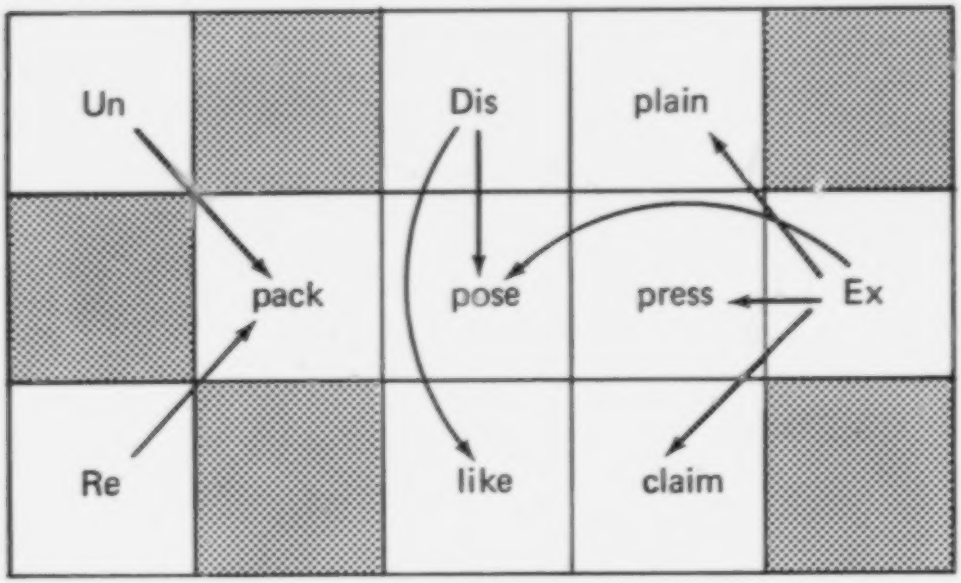
R. planted ______________________________

S. place ______________________________

T. trace ______________________________

PART II

Follow the arrows to make new words. Circle the four prefixes in the puzzle; then write in the space provided the new words you have formed. You should make eight words.



A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

PREFIXES AND SUFFIXES
UNIT III

ASSIGNMENT SHEET #3--CONSTRUCT NEW WORDS BY ADDING SUFFIXES

NAME ______________________________ SCORE ______________

You can make new words by adding suffixes.

PART I

Add suffixes to the following words, and write the new word. You may refer to your Information Sheet for spelling rules.

EXAMPLE: obvious + ly = obviously

	WORD		SUFFIX		NEW WORD
A.	stubborn	+	ness	=	
B.	conscious	+	ness	=	
C.	disagree	+	able	=	
D.	govern	+	ment	=	
E.	tail	+	less	=	
F.	embarrass	+	ment	=	
G.	radio	+	ed	=	
H.	careful	+	ly	=	
I.	sudden	+	ness	=	
J.	ski	+	er	=	
K.	survive	+	al	=	
L.	suspense	+	ful	=	
M.	fatigue	+	ing	=	
N.	depreciate	+	ion	=	
O.	postpone	+	ment	=	
P.	courage	+	ous	=	
Q.	service	+	able	=	

ASSIGNMENT SHEET #3

WORD **SUFFIX** **NEW WORD**

R. hope + ful = ____________________

S. true + ly = ____________________

T. replace + able = ____________________

PART II

Choose one of the following suffixes and add it to a word in the list below to make a new word.

ful, less, able, ness, ous

SUFFIX **NEW WORD**

EXAMPLE: help + ful = helpful

A. power + ______________ = ____________________

B. outrage + ______________ = ____________________

C. spine + ______________ = ____________________

D. bottom + ______________ = ____________________

E. poison + ______________ = ____________________

F. forgive + ______________ = ____________________

G. ill + ______________ = ____________________

H. recharge + ______________ = ____________________

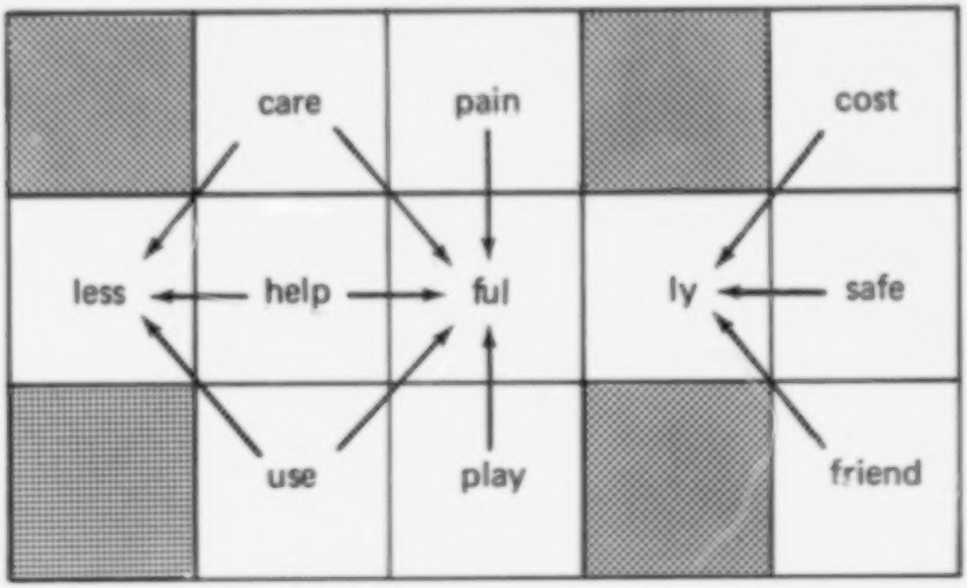
I. dispute + ______________ = ____________________

J. kind + ______________ = ____________________

ASSIGNMENT SHEET #3

PART III

Circle the three suffixes in the puzzle. Follow the arrows to construct new words by adding these three suffixes. Write your new words in the spaces provided below. You should list eleven new words.



A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________

F. ______________________

G. ______________________

H. ______________________

I. ______________________

J. ______________________

K. ______________________

ASSIGNMENT SHEET #3

PART IV

Add the following suffixes to the list of words below. Make as many new words as possible. If you are unsure, use your dictionary.

less, ly, ful, ment, ness, able, ous

EXAMPLE: power powerless, powerful

A. harm ______

B. joy ______

C. care ______

D. use ______

E. cost ______

F. dead ______

G. friend ______

H. lone ______

I. dark ______

J. safe ______

K. help ______

L. play ______

M. pay ______

N. pain ______

O. brave ______

P. calm ______

Q. complete ______

R. judge ______

S. argue ______

T. entire ______

PREFIXES AND SUFFIXES
UNIT III

ASSIGNMENT SHEET #4--COMPLETE A PREFIX/SUFFIX CROSSWORD PUZZLE

NAME ______________________________ SCORE ______________

Find the correct prefixes and suffixes in the following clue sentences to complete the following crossword puzzle.

ACROSS

2. Please don't contradict me when I am talking.
5. Can you help beautify the school grounds?
6. Our school is foremost in vocational education.
8. Your automobile needs a new battery.
9. That last load of lumber is uncut.
10. We must reassemble this engine.
12. It is illegal to employ a sixteen-year-old without a work permit.
13. The workers welded the steel beams on the bridge superstructure.
15. Plastic is a nonconductor of electricity.
16. Those clothes should be presoaked before being washed.
18. These clothes must be rewashed.
19. That material is a sensible choice for a slipcover.
22. I thought that the movie was horrible.
23. Pam was the classroom assistant.

DOWN

1. I added a postscript to the letter.
3. We took a transoceanic vacation.
4. You look lovely in that shade of blue.
6. That oak tree looks malformed.
7. I value your friendship very much.
11. Milk is used as an antidote for some poisons.
12. Staying up late on a school night is inadvisable.

ASSIGNMENT SHEET #4

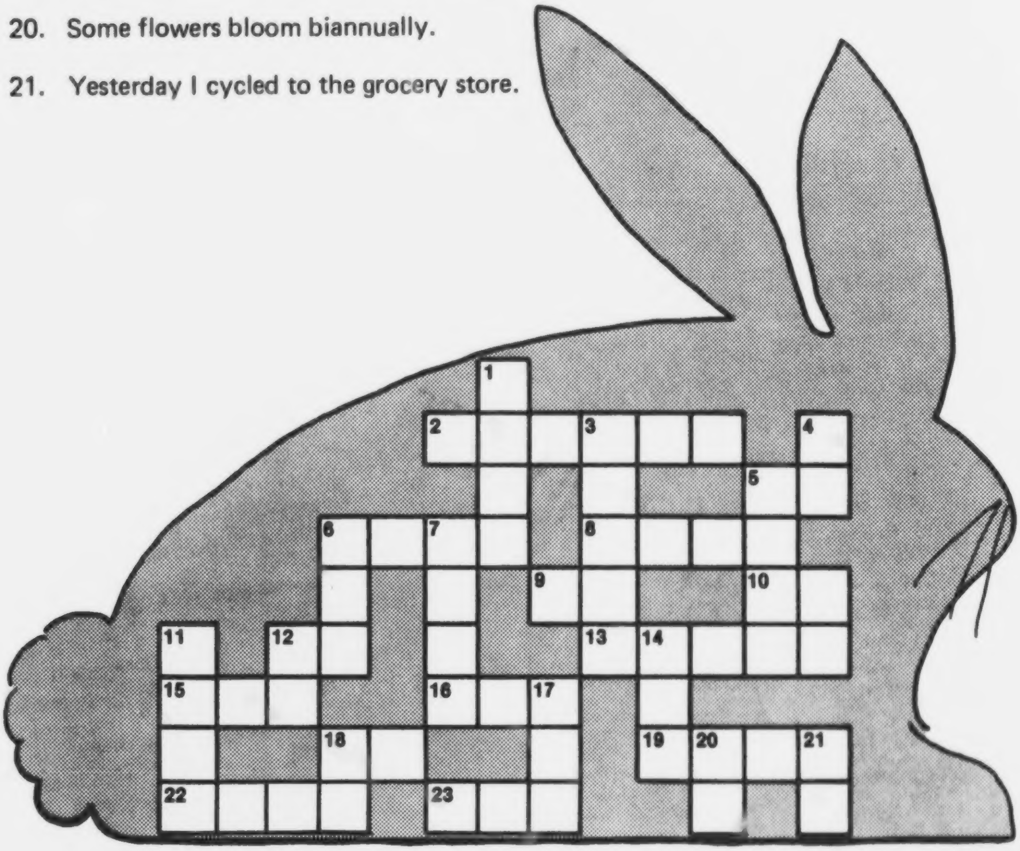
14. Unicorns are mythical animals with magical powers.

17. This must be the hottest day of the year.

18. I think that we should reinvest our profits.

20. Some flowers bloom biannually.

21. Yesterday I cycled to the grocery store.



PREFIXES AND SUFFIXES
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. recork
B. preview
C. unwrap
D. reload
E. dislike
F. prepay
G. precook
H. reheat
I. retest
J. depress
K. impart
L. repress
M. revalue

PART II

A. antiaircraft
B. inaudible
C. uncertain
D. disapprove
E. misstep
F. disinterested
G. dissolution
H. unnavigable
I. unnerve
J. disintegrate

Assignment Sheet #2

PART I

A. dislike, unlike
B. reshaped, misshaped, unshaped
C. misunderstood
D. prepay, repay
E. unborn, reborn
F. declaim, disclaim, reclaim
G. reload, unload, preload
H. refinish, prefinish

ANSWERS TO ASSIGNMENT SHEETS

I. rename, prename, misname

J. renew

K. repack, prepack, mispack, unpack

L. disservice, reservice, preservice

M. reelect, preelect

N. disarrange, prearrange, rearrange, misarrange

O. disembark

P. unpaid, prepaid, repaid

Q. undo, redo

R. replanted, unplanted

S. displace, replace, misplace

T. retrace

PART II

A. unpack

B. repack

C. dispose

D. dislike

E. explain

F. express

G. exclaim

H. expose

Assignment Sheet #3

PART I

A. stubbornness

B. consciousness

C. disagreeable

D. government

E. tailess

F. embarrassment

G. radioed

H. carefully

I. suddenness

J. skier

K. survival

L. suspenseful

M. fatiguing

N. depreciation

ANSWERS TO ASSIGNMENT SHEETS

O. postponement

P. courageous

Q. serviceable

R. hopeful

S. truly

T. replaceable

PART II

A. powerful

B. outrageous

C. spineless

D. bottomless

E. poisonous

F. foregiveness

G. illness

H. rechargeable

I. disputable

J. kindness

PART III

A. careless

B. useless

C. helpless

D. helpful

E. painful

F. playful

G. useful

H. careful

I. costly

J. friendly

K. safely

PART IV

A. harmful, harmless

B. joyful, joyless, joyous

C. careless, careful

D. useful, useless, useable or usable

E. costly

F. deadly, deadness

G. friendly, friendless

ANSWERS TO ASSIGNMENT SHEETS

H. lonely, loneliness

I. darkly, darkness

J. safely, safeness

K. helpful, helpless

L. playful, playless, playable

M. payable, payment

N. painless, painful

O. bravely, braveness

P. calmness, calmly

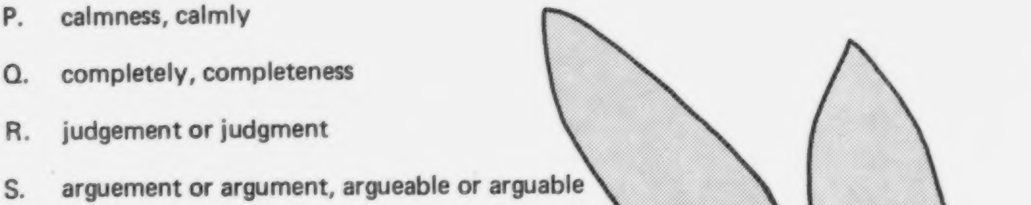
Q. completely, completeness

R. judgement or judgment

S. arguement or argument, argueable or arguable

T. entirely, entireness

Assignment Sheet #4



1 P
2 C O N 3 T R A 4 L
S R 5 F Y
6 M O 7 S T 8 A U T O
A H 9 U N 10 R E
11 A 12 I L I 13 S 14 U P E R
15 N O N 16 P R 17 E N
T 18 R E S 19 I 20 B L 21 E
22 I B L E 23 A N T I D

PREFIXES AND SUFFIXES
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Letters *a, e, i, o, u*, and sometimes *y*
______b. Letters added to end of word
______c. Letters of the alphabet other than *a, e, i, o*, and *u*
______d. Letters added to beginning of word

1. Prefix
2. Vowel
3. Suffix
4. Consonant

2. Match prefixes to their correct definitions. Write the correct numbers in the blanks. A blank may have more than one correct answer. Some numbers may be used more than once.

______a. Backward, again
______b. Against
______c. Wrong, incorrect
______d. Not
______e. Before, ahead of time
______f. To, toward, into
______g. Away from
______h. Down from
______i. Out

1. **Dis**
2. **Mis**
3. **Ex**
4. **Anti**
5. **Non**
6. **Re**
7. **Un**
8. **De**
9. **Pre**
10. **In**

3. Select from the following list common suffixes. Write an "X" in the blank before each correct suffix.

______a. **qun**--With
______b. **un**--Not
______c. **ful**--Full of
______d. **ion**--Condition or act of
______e. **ing**--An act or instance
______f. **er**--More

TEST

______g. **dis**--Away from

______h. **ed**--Done, past

______i. **eous, ous**--Full of

______j. **ible, able**--Able to

______k. **re**--Backward, again

______l. **ly**--Manner or way

______m. **ness**--Condition or quality

______n. **in**--Not

______o. **ment**--Result or product

______p. **less**--Without

4. Select from the following list rules for attaching prefixes and suffixes to words. Write an "X" in the blank before each correct rule.

   ______a. Spelling of a word remains the same when a prefix is added to a word

   ______b. Spelling of a word remains the same when the suffixes *ness* and *ly* are added to a word

   ______c. Change spelling of all words

   ______d. Drop the final *e* before a suffix beginning with a vowel

   ______e. Drop the final *e* before a suffix ending with a vowel

   ______f. Keep the final *e* before a suffix beginning with a consonant

   ______g. In words ending in a consonant and *y*, change the *y* to *i* if the suffix does not begin with *i*

5. Construct new words by adding prefixes. Add the prefixes to the following words. Write the new word in the space provided.

	PREFIX		WORD		NEW WORD
a.	anti	+	aircraft	=	______________________
b.	non	+	conductor	=	______________________
c.	mis	+	spent	=	______________________
d.	pre	+	existence	=	______________________
e.	un	+	necessary	=	______________________

TEST

	PREFIX		WORD		NEW WORD
f.	re	+	finish	=	________________
g.	dis	+	satisfied	=	________________
h.	in	+	correct	=	________________
i.	dis	+	approve	=	________________
j.	re	+	organize	=	________________

6. Construct new words by adding suffixes. Add a suffix to each word in the following list. Write the new word in the space provided.

	WORD	NEW WORD
a.	wonder	________________
b.	ill	________________
c.	care	________________
d.	help	________________
e.	build	________________
f.	worth	________________
g.	fame	________________
h.	true	________________
i.	govern	________________
j.	kind	________________

PREFIXES AND SUFFIXES
UNIT III

ANSWERS TO TEST

1. a. 2
   b. 3
   c. 4
   d. 1

2. a. 6
   b. 4
   c. 2
   d. 5, 7, 10
   e. 9
   f. 10
   g. 1
   h. 8
   i. 3

3. c, d, e, f, h, i, j, l, m, o, p

4. a, b, d, f, g

5. a. antiaircraft
   b. nonconductor
   c. misspent
   d. preexistence
   e. unnecessary
   f. refinish
   g. dissatisfied
   h. incorrect
   i. disapprove
   j. reorganize

6. Evaluated to the satisfaction of the instructor

WRITING A BUSINESS LETTER
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to name the six parts of a business letter and write a business letter. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Identify parts of a business letter.
3. Match parts of a business letter to their correct definitions.
4. Select from a list rules for writing a business letter.
5. Select from a list punctuation rules for writing a business letter.
6. Apply punctuation rules to parts of a business letter.
7. Write a business letter requesting information.

WRITING A BUSINESS LETTER
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparency.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Provide students with writing paper and envelopes for suggested assignments.

   G. Write with grease pencil on transparency, filling in each area several times with different headings (student addresses), inside addresses, salutations, closings.

   H. Have students write to the Department of Parks and Tourism in their state (or any state they choose); have them ask for information on the state. This will give students the opportunity to write a real business letter.

   I. Have students make bulletin boards with the information mailed to them in response to the letters they wrote.

   J. Have students write actual letters to local firms and businesses.

   K. Give test.

   L. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency master: TM #1--Parts of a Business Letter

   E. Assignment sheets

      1. Assignment Sheet #1--Identify Parts of a Business Letter

      2. Assignment Sheet #2--Apply Punctuation Rules to Parts of a Business Letter

      3. Assignment Sheet #3--Write Business Letters

SUGGESTED ACTIVITIES

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit reference--Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

WRITING A BUSINESS LETTER
UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Abbreviation--Shortened form of a word; usually followed by a period
- B. Business letter--Formal letter requiring a heading and an inside address
- C. Indented--Moved in from left margin

  (NOTE: When typing, indent first line of a paragraph five spaces; when writing, indent first line approximately one-half inch.)
- D. Margin--Blank space around the writing on a page
- E. Paragraph--Separate section of writing; deals with a particular point
- F. Punctuation--Periods, commas, colons, and other marks that separate sentences or parts of sentences to make the meaning clear

II. Parts of a business letter (Transparency #1; Assignment Sheet #1)

- A. Heading
- B. Inside address
- C. Greeting
- D. Body
- E. Closing
- F. Signature

III. Definitions of parts of a business letter (Transparency #1; Assignment Sheet #1)

- A. Heading--Lines that tell where and when letter was written
- B. Inside address--Title of respect, name, and address of person to whom letter is written
- C. Greeting--Line that greets person to whom letter is written

  (NOTE: In a business letter, the greeting is always followed by a colon.)

  EXAMPLE: Dear Mr. Sloan:

INFORMATION SHEET

D. Body–Paragraph or paragraphs containing message of letter

E. Closing–Courteous ending of letter

EXAMPLE: Sincerely yours,

(NOTE: Capitalize only first word in closing.)

F. Signature–Handwritten name of person who writes letter

(NOTE: Signature should be written in blue or black ink even if the rest of the letter is typed.)

IV. Rules for writing a business letter (Assignment Sheet #3)

A. Type or handwrite on plain white 8 1/2-by-11 inch paper

(NOTE: If handwriting business letter, use a pen and blue or black ink.)

B. Leave balanced margins

C. Indent first sentence in each paragraph

D. Leave two spaces after heading and greeting and before closing

E. Leave four spaces between closing and typed name

(NOTE: If the letter is typed, you will write your signature [exactly as it is typed] in this space. If the letter is handwritten, simply sign your name after the closing.)

F. Be clear

G. Be courteous

H. Give definite information

EXAMPLES: Give accurate amounts, sizes, numbers, brand names, prices, shipping instructions, amounts of payment

V. Punctuation rules for writing a business letter (Assignment Sheet #2)

A. Write a comma between the city and state

EXAMPLE: Tulsa, OK 74135

B. Write a comma between the day of month and year

EXAMPLE: May 3, 1981

C. Write a period after abbreviations of titles of respect

EXAMPLES: Dr., Mr., Mrs., Ms.

INFORMATION SHEET

D. Write periods after initials

EXAMPLE: T. R. Rogers

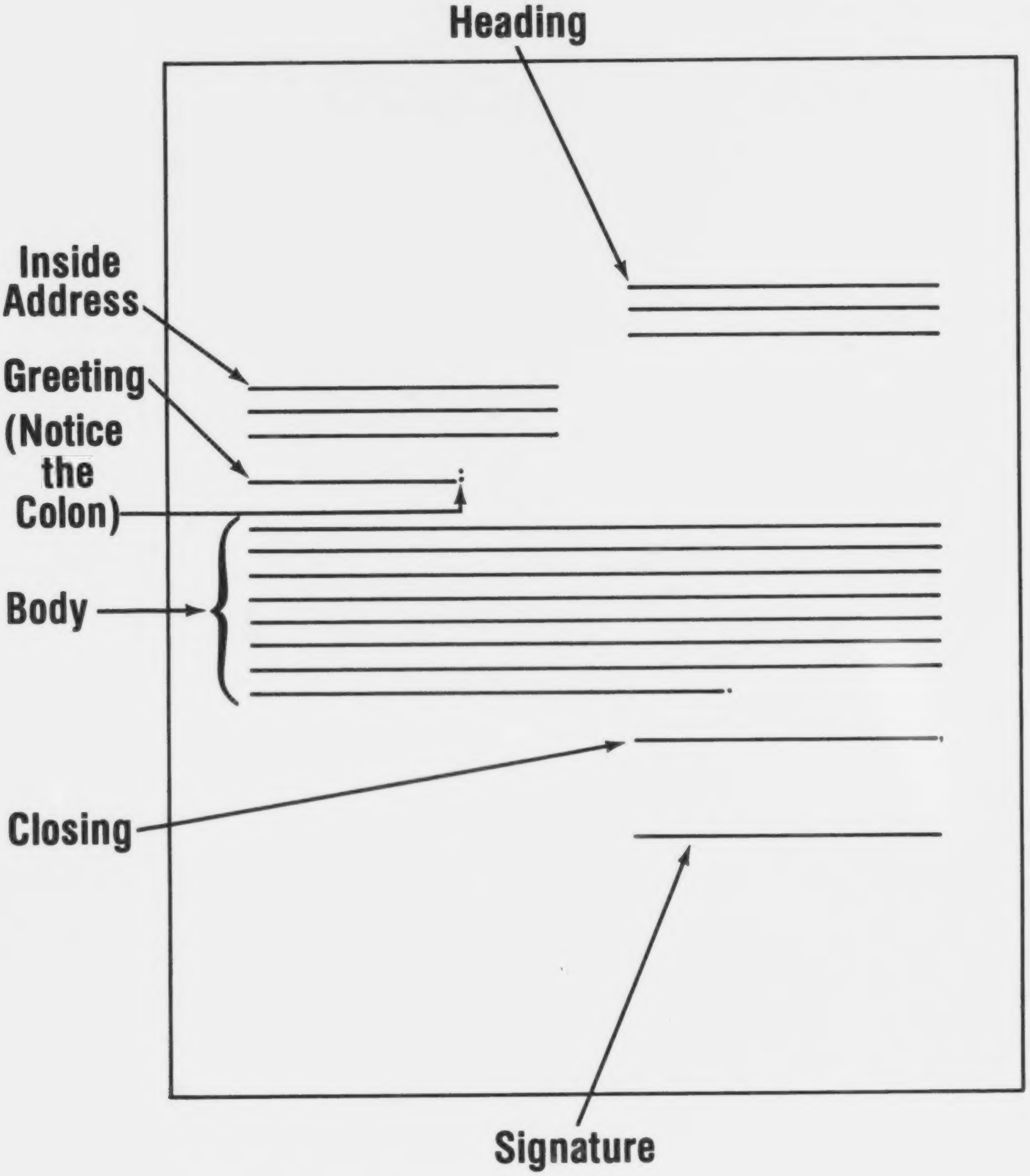
E. Write a colon after the greeting

EXAMPLE: Dear Ms. Simpson:

F. Write a comma after the closing

EXAMPLE: Sincerely yours,

Parts of a Business Letter



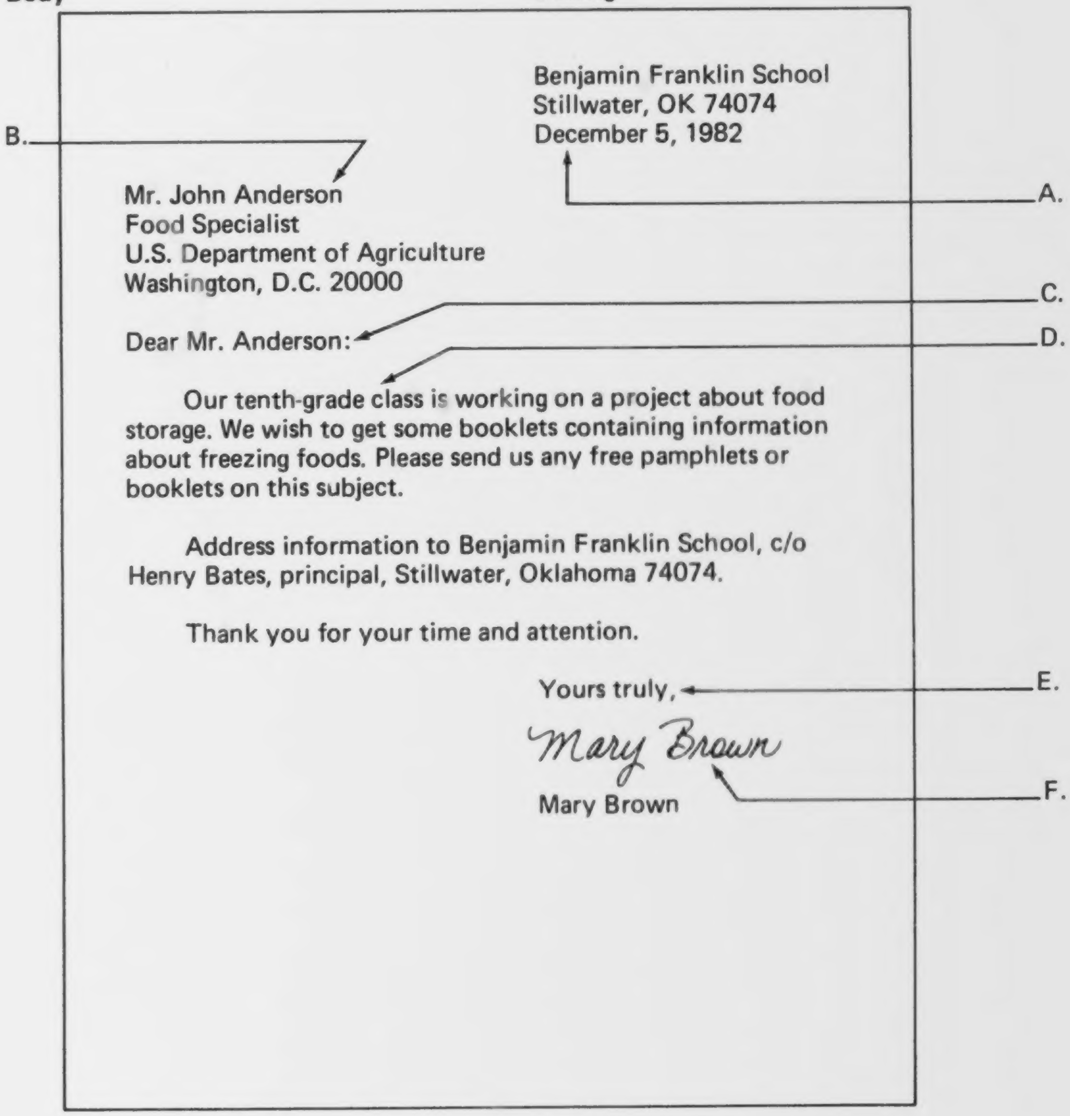
WRITING A BUSINESS LETTER
UNIT I

ASSIGNMENT SHEET #1--IDENTIFY PARTS OF A BUSINESS LETTER

NAME ______________________________ SCORE ______________

Identify the parts of a business letter. Write the correct names in the blanks.

Signature	**Greeting**
Inside address	**Heading**
Body	**Closing**



Benjamin Franklin School
Stillwater, OK 74074
December 5, 1982

Mr. John Anderson
Food Specialist
U.S. Department of Agriculture
Washington, D.C. 20000

Dear Mr. Anderson:

Our tenth-grade class is working on a project about food storage. We wish to get some booklets containing information about freezing foods. Please send us any free pamphlets or booklets on this subject.

Address information to Benjamin Franklin School, c/o Henry Bates, principal, Stillwater, Oklahoma 74074.

Thank you for your time and attention.

Yours truly,

Mary Brown

Mary Brown

WRITING A BUSINESS LETTER
UNIT I

ASSIGNMENT SHEET #2--APPLY PUNCTUATION RULES TO PARTS OF A BUSINESS LETTER

NAME ______________________________ SCORE ______________

Apply punctuation rules to the parts of a business letter. Punctuate correctly the following parts of a letter.

A. Headings

1. 1423 Orchard Road
   Houston TX 77550
   September 24 1983

2. Post Office Box 89
   Fort Smith AR 72901
   May 16 1983

B. Inside addresses

1. Dr Fred Price
   1826 North 6th Street
   Los Angeles CA 98536

2. Ms Susan Wilkins
   1023 West Pine Blvd
   Lincoln NE 41805

C. Greetings

1. Dear Mr Addison

2. Dear Mrs Carlson

D. Closings

1. Yours truly

2. Sincerely yours

WRITING A BUSINESS LETTER
UNIT I

ASSIGNMENT SHEET #3–WRITE BUSINESS LETTERS

NAME ______________________________ SCORE ______________

PART I

Read and study this business letter. Use the letter as a model when you write your own business letters on the following pages.

1852 South B Street
Anchorage, AK 99509
December 22, 1983

Mrs. Janice Brown
Public Information Officer
Department H
Greyhound Highway Tours
444 Omaha Street
Clinton, NJ 08936

Dear Ms. Brown:

I am planning a summer vacation that will include touring the west coast states. I am particularly interested in tours of the Big Sur and Los Angeles areas of California. Please send me motel and state park information, as well as maps and travel folders for your tours in the states of Washington, Oregon, and California.

Thank you for your time and attention.

Yours truly,

Susan S. Walker

Susan S. Walker

ASSIGNMENT SHEET #3

PART II

Write a letter to Ms. Elaine Smith, home economist, County Home Extension Department at Pauls Valley, Oklahoma 73075; ask for free booklets about canning vegetables. Use your school address and the present date. Refer to your Information Sheet if necessary.

ASSIGNMENT SHEET #3

PART III

Write a letter to Ms. Terra Page, publicity assistant, U.S. Plywood Company, Avenue B, Leetsdale, Pennsylvania 15056; request blueprints for a toolhouse or a utility shed.

ASSIGNMENT SHEET #3

PART IV

Write a letter to Mr. Henry James, resale coordinator, the Singer Sewing Machine Company area office at Dallas, Texas 75240. Ask for a booklet about buttonhole makers for the following machines: Slant-O-Matic 200, Straight Needle, and Golden Touch.

ASSIGNMENT SHEET #3

PART V

Write a letter to Ms. Sherry Smith, catalog sales manager, Briggs-Stratton Corporation in Milwaukee, Wisconsin 53212; order a crankshaft, number 63785, for a lawnmower.

WRITING A BUSINESS LETTER
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. Heading

B. Inside address

C. Greeting

D. Body

E. Closing

F. Signature

Assignment Sheet #2

A. 1. 1423 Orchard Road
Houston, TX 77550
September 24, 1983

2. Post Office Box 89
Fort Smith, AR 72901
May 16, 1983

B. 1. Dr. Fred Price
1826 North 6th Street
Los Angeles, CA 98536

2. Ms. Susan Wilkins
1023 West Pine Blvd.
Lincoln, NE 41805

C. 1. Dear Mr. Addison:

2. Dear Mrs. Carlson:

D. 1. Yours truly,

2. Sincerely yours,

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

WRITING A BUSINESS LETTER
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Formal letter requiring a heading and an inside address

_____b. Blank space around the writing on a page

_____c. Moved in from left margin

_____d. Separate section of writing; deals with a particular point

_____e. Periods, commas, colons, and other marks that separate sentences or parts of sentences to make the meaning clear

_____f. Shortened form of a word; usually followed by a period

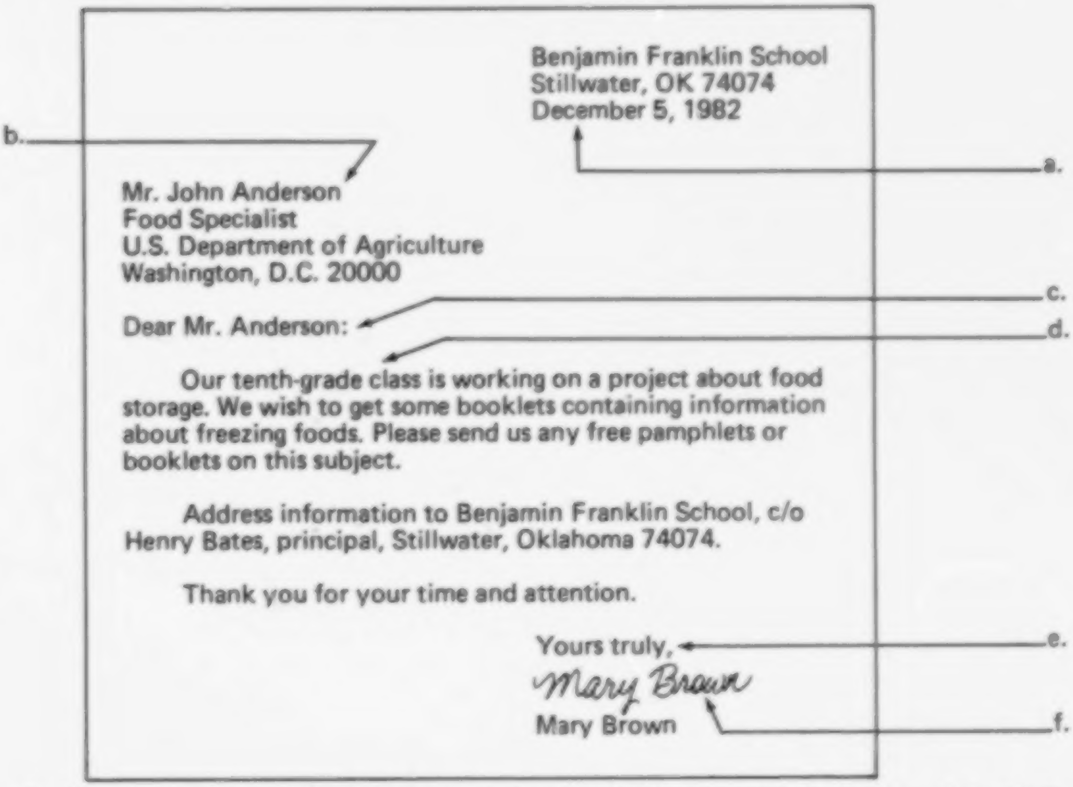
1. Paragraph
2. Indented
3. Business letter
4. Abbreviation
5. Margin
6. Punctuation

TEST

2. Identify parts of a business letter. Write the correct names in the blanks.

Body
Greeting
Inside address

Signature
Heading
Closing



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Address information to Benjamin Franklin School, c/o Henry Bates, principal, Stillwater, Oklahoma 74074.

Thank you for your time and attention.

Yours truly,
Mary Brown
Mary Brown

3. Match parts of a business letter to their correct definitions. Write the correct numbers in the blanks.

_____a. Lines that tell where and when letter was written
_____b. Title of respect, name, and address of person to whom letter is written
_____c. Line that greets person to whom letter is written
_____d. Paragraph or paragraphs containing message of letter
_____e. Courteous ending of letter
_____f. Handwritten name of person who writes letter

1. Greeting
2. Body
3. Heading
4. Inside address
5. Closing
6. Signature

TEST

4. Select from the following list rules for writing a business letter. Write an "X" in the blank before each correct rule.

_____a. Begin the letter with a joke

_____b. Type or handwrite on plain white 8 1/2-by-11 inch paper

_____c. Leave balanced margins

_____d. Use a lead pencil

_____e. Be clear

_____f. Be courteous

_____g. Write long introduction

_____h. Give definite information

_____i. Indent first sentence in each paragraph

_____j. Leave four spaces between closing and typed name

_____k. Leave two spaces after heading and greeting and before closing

5. Select from the following list punctuation rules for writing a business letter. Write an "X" in the blank before each correct rule.

_____a. Write a semicolon between the city and state

_____b. Write a comma between the day of month and year

_____c. Write a period after abbreviations of titles of respect

_____d. Write a comma after initials

_____e. Write a comma between the city and state

_____f. Write a colon after the greeting

_____g. Write a comma after the closing

_____h. Write periods after initials

6. Apply punctuation rules to the following parts of a business letter.

a. Oklahoma City OK

b. Yours truly

c. Dear Mr Schuyler

d. December 27 1982

e. Sincerely yours

f. August 11 1983

g. Dear Madam President

h. Ms L B Johannes DDS

TEST

7. Write a business letter requesting information. Write a letter to Dr. James McKay, Post Office Box 926, Oklahoma City, Oklahoma 74435. Ask for your medical records. Be sure to give address where the records are to be sent. Use your home address and today's date.

WRITING A BUSINESS LETTER
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 5
   c. 2
   d. 1
   e. 6
   f. 4

2. a. Heading
   b. Inside address
   c. Greeting
   d. Body
   e. Closing
   f. Signature

3. a. 3
   b. 4
   c. 1
   d. 2
   e. 5
   f. 6

4. b, c, e, f, h, i, j, k

5. b, c, e, f, g, h

6. a. Oklahoma City, OK
   b. Yours truly,
   c. Dear Mr. Schuyler:
   d. December 27, 1982
   e. Sincerely yours,
   f. August 11, 1983
   g. Dear Madam President:
   h. Ms. L. B. Johannes, D.D.S.

7. Evaluated to the satisfaction of the instructor

ADDRESSING ENVELOPES
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to address an envelope properly, fold a letter, and insert it into an envelope. This knowledge will be shown by completing the assignment sheet, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match to their correct definitions terms associated with addressing envelopes.
2. Identify steps in addressing an envelope.
3. Select from a list guidelines for addressing envelopes.
4. Select from a list guidelines for folding letters and inserting them into envelopes.
5. Address envelopes.
6. Demonstrate the ability to
   a. Fold letters and insert into long envelopes.
   b. Fold letters and insert into short envelopes.

ADDRESSING ENVELOPES
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Make transparencies.

  B. Provide students with objective sheet.

  C. Provide students with information, assignment, and job sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Demonstrate and discuss procedures outlined in job sheets.

  G. Provide envelopes for job sheets.

  H. Let students role play using examples of poor penmanship on envelopes. They are the envelopes, what happens to them.

  I. Have students write a three- or four-paragraph story pretending that they are a mailed letter with poor penmanship and inadequate address.

  J. Give students APO addresses and then invite a local armed forces recruiter to talk about foreign mailing procedures.

  K. Give test.

  L. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM #1--Envelope

    2. TM #2--Letters

  E. Assignment sheet: Assignment Sheet #1--Address Envelopes

  F. Answers to assignment sheet

  G. Job sheets

    1. Job Sheet #1--Fold Letters and Insert into Long Envelopes

    2. Job Sheet #2--Fold Letters and Insert into Short Envelopes

SUGGESTED ACTIVITIES

H. Test

I. Answers to test

III. Unit reference--Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

ADDRESSING ENVELOPES
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Address--Place to which mail can be sent (noun); to write the name, street number, city, state, and ZIP Code on a letter or parcel (verb)

B. Envelope--Folded paper covering for mail

C. Insert--To fit or put letter into envelope

D. Letter--Written message

E. Postage stamp--Small gummed paper issued by the government and used to show that mailing fee has been paid

(NOTE: The number of stamps per envelope depends upon the price of the stamp, the weight of the envelope and its contents, and the distance that the letter must travel. At this writing, twenty cents' worth of stamps [or one twenty-cent stamp] is required to send a letter of up to 1 ounce anywhere in the United States. Postcards may be mailed with a fifteen-cent stamp.)

F. Stamp--To attach a postage stamp

G. ZIP Code--Number issued by post office to speed delivery; follows name of state on envelope

INFORMATION SHEET

II. Steps in addressing an envelope (Figure 1)

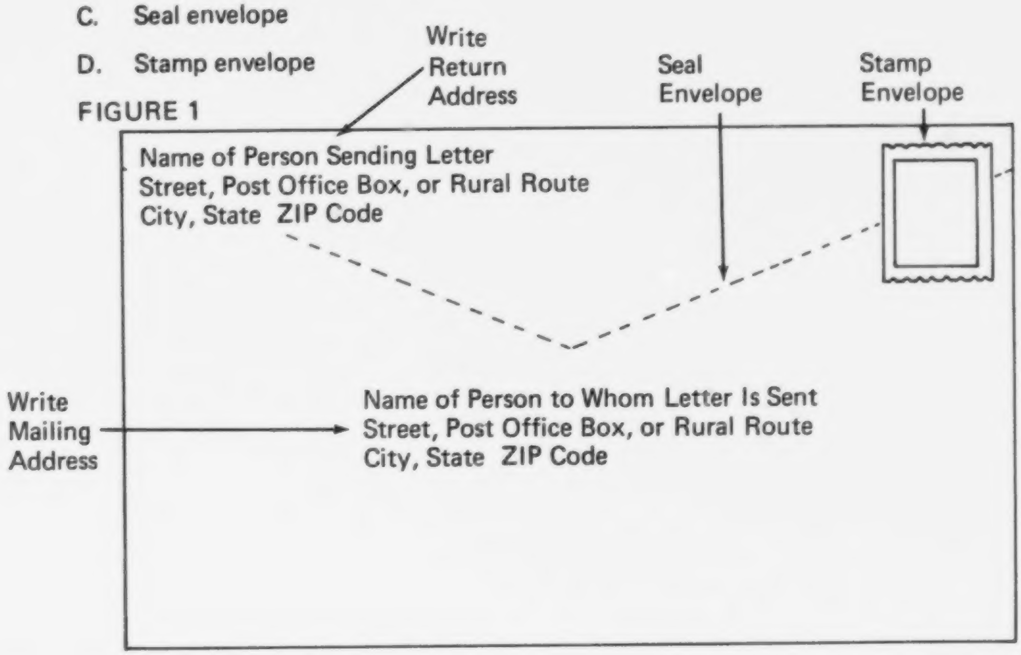
A. Write mailing address

B. Write return address

C. Seal envelope

D. Stamp envelope

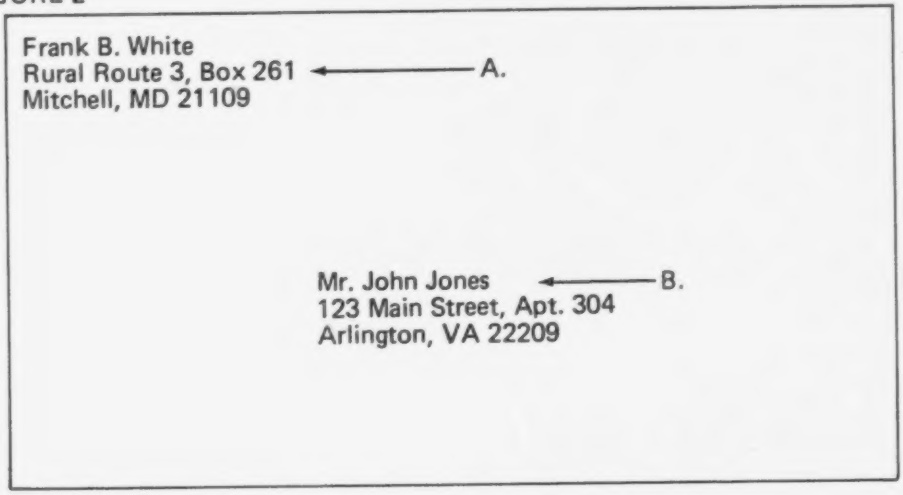
FIGURE 1


Write Return Address
Seal Envelope
Stamp Envelope
Name of Person Sending Letter
Street, Post Office Box, or Rural Route
City, State ZIP Code
Write Mailing Address
Name of Person to Whom Letter Is Sent
Street, Post Office Box, or Rural Route
City, State ZIP Code

III. Guidelines for addressing envelopes (Transparency #1; Assignment Sheet #1)

A. Place name and address of sender in upper left-hand corner (Figure 2)

FIGURE 2



INFORMATION SHEET

B. Place name and address of person to receive letter in center of envelope (Figure 2)

C. Write clearly

D. Capitalize correctly

(NOTE: See Figure 2, and refer to unit on proper capitalization if necessary.)

E. Place comma between city and state (Figure 2)

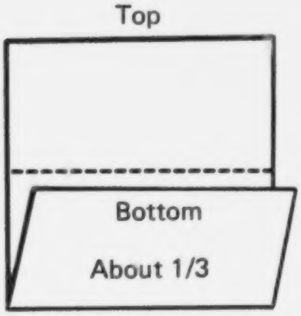
F. Place no punctuation before or after ZIP Code (Figure 2)

IV. Guidelines for folding letters and inserting them into envelopes

A. Long envelopes (Transparency #2; Job Sheet #1)

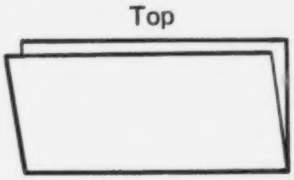
1. Fold about one-third of the page from bottom up (Figure 3)

FIGURE 3



2. Make second fold from bottom to within 1/16 inch from top (Figure 4)

FIGURE 4



INFORMATION SHEET

3. Insert letter into envelope so that top edge of letter is toward top of envelope (Figures 5 and 6)

FIGURE 5

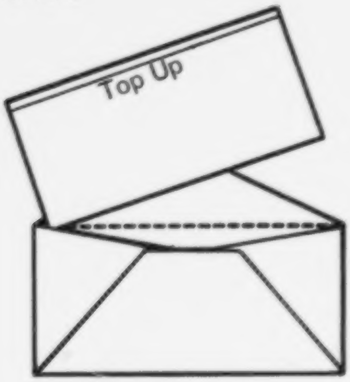
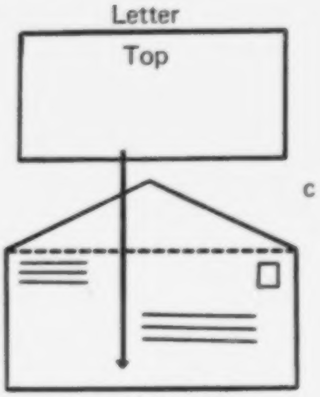


FIGURE 6

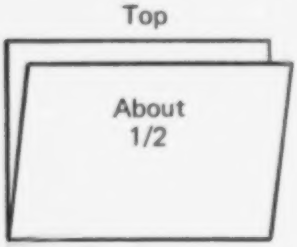


Face of Envelope

B. Short envelopes (Transparency #2; Job Sheet #2)

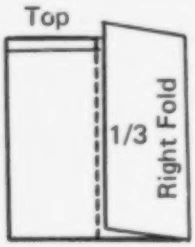
1. Fold a little less than one-half of page from bottom up (Figure 7)

FIGURE 7



2. Fold less than one-third of page from right to left (Figure 8)

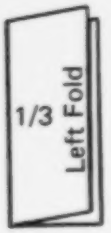
FIGURE 8



INFORMATION SHEET

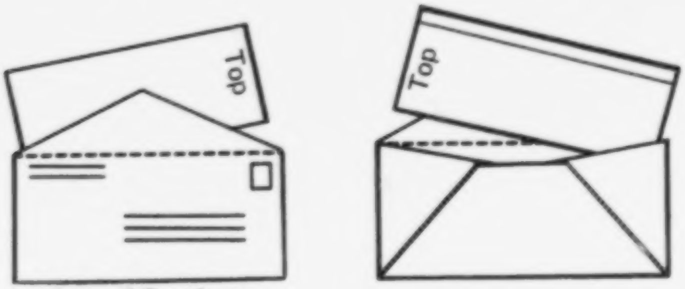
3. Fold less than one-third of page from left to right (Figure 9)

FIGURE 9



4. Insert into envelope with open edge toward top of envelope (Figure 10)

FIGURE 10

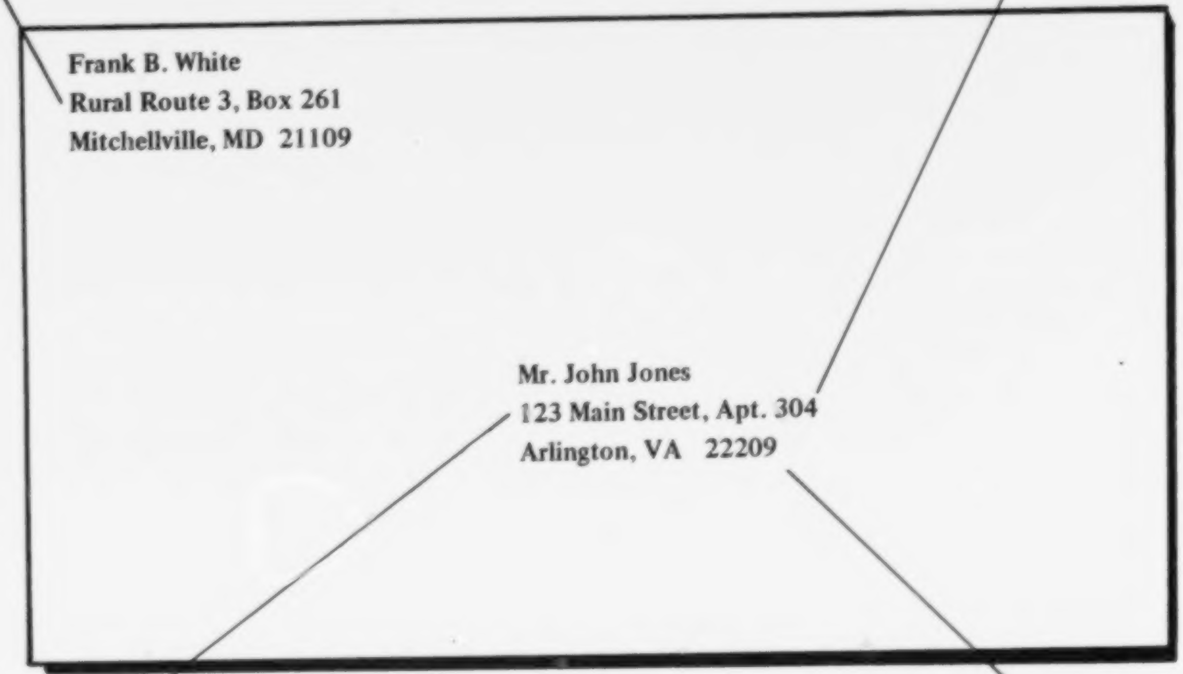


Face of Envelope

Envelope

A complete return address makes it easier for correspondents to answer your letters.

Growing size of apartment houses makes this a must. Should go at end of second line.



Frank B. White
Rural Route 3, Box 261
Mitchellville, MD 21109

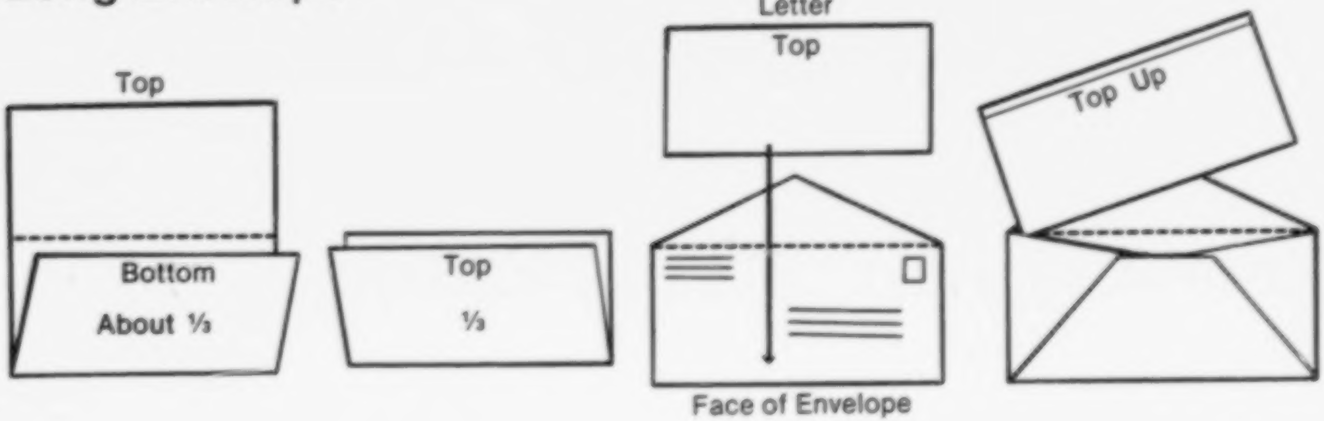
Mr. John Jones
123 Main Street, Apt. 304
Arlington, VA 22209

Street address, P. O. box number, or rural route, including box number.

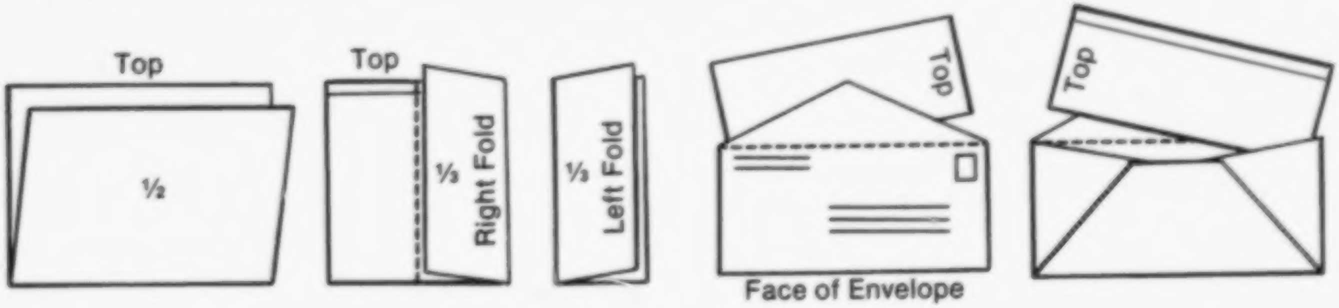
By putting the ZIP Code at the end of the third line, it can be read more quickly.

Letters

Long Envelope



Short Envelope



ADDRESSING ENVELOPES
UNIT II

ASSIGNMENT SHEET #1--ADDRESS ENVELOPES

NAME ______________________ SCORE ______________

Use the pictures of envelopes on the next pages to complete the following exercises. Use your own name and address for all return addresses.

PART I

Address short envelopes to

A. Sears Roebuck and Company, 3817 Crosstown Avenue, Dallas, Texas 75241

B. A. E. Staley Manufacturing Company, Decatur, Illinois 62525

C. Mr. Marvin F. Smith, Dean of Instruction, Perkins Junior College, Rhodes, Ohio 72045

D. Bocon Plastic Company, 1735 Lincoln Avenue, New York, New York 10010

E. Sunshine Greeting Card Company, 210 Browning Street, Muskogee, Oklahoma 74401

F. Mrs. Alice Bond, Sales Manager, Street's Clothing Store, 1486 West Fifth Avenue, Oklahoma City, Oklahoma 73100

G. Parker Knit Goods, 211 Carlton Boulevard, Laconia, New Hampshire 37248

H. Capitol Publications, 2430 Pennsylvania Avenue, Washington, D.C. 20037

PART II

Address long envelopes to

A. Job, Inc., 717 First Avenue, New York, New York 10016

B. Mr. Walter Drake, 3342 Drake Building, Colorado Springs, Colorado 80901

C. RCA Music Service, P.O. Box RCA1, Indianapolis, Indiana 46291

D. The Mighty Mind Book Club, Department AL-216, Garden City, New York 11530

E. Col. John Silver, 446-34-9828, 3rd Armor. Div. Arty., APO, New York, New York 09185

ASSIGNMENT SHEET #1

ASSIGNMENT SHEET #1

ADDRESSING ENVELOPES
UNIT II

ANSWERS TO ASSIGNMENT SHEET

PART I

(NOTE: All return addresses in Parts I and II should contain the student's name and address, which should be placed in the upper left-hand corner of envelope.)

A. Sears Roebuck and Company
3817 Crosstown Avenue
Dallas, TX 75241

B. A. E. Staley Manufacturing Company
Decatur, IL 62525

C. Mr. Marvin F. Smith
Dean of Instruction
Perkins Junior College
Rhodes, OH 72045

D. Bocon Plastic Company
1735 Lincoln Avenue
New York, NY 10010

E. Sunshine Greeting Card Company
210 Browning Street
Muskogee, OK 74401

F. Mrs. Alice Bond
Sales Manager
Street's Clothing Store
1486 West Fifth Avenue
Oklahoma City, OK 73100

G. Parker Knit Goods
211 Carlton Boulevard
Laconia, NH 37248

H. Capitol Publications
2430 Pennsylvania Avenue
Washington, D.C. 20037

PART II

A. Job, Inc.
717 First Avenue
New York, NY 10016

B. Mr. Walter Drake
3342 Drake Building
Colorado Springs, CO 80901

ANSWERS TO ASSIGNMENT SHEET

C. RCA Music Service
P.O. Box RCA1
Indianapolis, IN 46291

D. The Mighty Mind Book Club
Department AL-216
Garden City, NY 11530

E. Col. John Silver
446-34-9828
3rd Armor. Div. Arty.
APO, New York, NY 09185

ADDRESSING ENVELOPES
UNIT II

JOB SHEET #1--FOLD LETTERS AND INSERT INTO LONG ENVELOPES

I. Materials

A. 8 1/2 by 11-inch paper--Marked with dotted fold lines

B. Three long (business-sized) envelopes

II. Procedure

A. Fold the following sheets of paper on the dotted lines

B. Insert folded sheets of paper into long envelopes provided by instructor

JOB SHEET #1

ADDRESSING ENVELOPES
UNIT II

JOB SHEET #2--FOLD LETTERS AND INSERT INTO SHORT ENVELOPES

I. Materials

  A. 8 1/2 by 11-inch paper--Marked with dotted fold lines

  B. Three short envelopes

II. Procedure

  A. Fold the following sheets of paper on the dotted lines

  B. Insert folded sheets of paper into short envelopes provided by instructor

JOB SHEET #2

ADDRESSING ENVELOPES
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match to their correct definitions terms associated with addressing envelopes. Write the correct numbers in the blanks.

_____a. To attach a postage stamp

_____b. Written message

_____c. Folded paper covering for mail

_____d. Place to which mail can be sent (noun); to write the name, street number, city, state, and ZIP Code on a letter or parcel (verb)

_____e. To fit or put letter into envelope

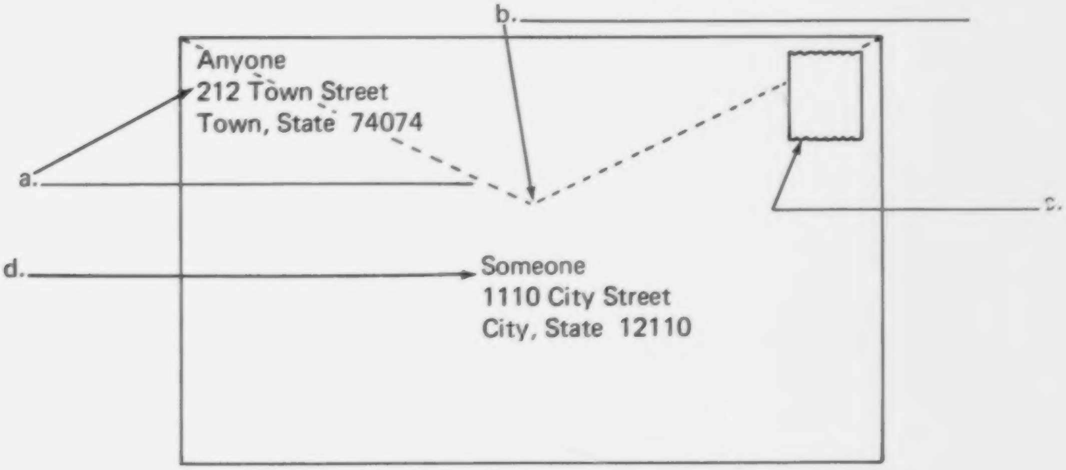
_____f. Small gummed paper issued by the government and used to show that mailing fee has been paid

_____g. Number issued by post office to speed delivery; follows name of state on envelope

1. Envelope
2. Letter
3. Address
4. Stamp
5. Insert
6. Postage stamp
7. ZIP Code

2. Identify steps in addressing an envelope. Write the steps in the correct blanks.

Write mailing address	Seal envelope
Write return address	Stamp envelope


b. ________________________
Anyone
212 Town Street
Town, State 74074
a. ________________________
c. ________________________
d. ________________________
Someone
1110 City Street
City, State 12110

TEST

3. Select from the following list guidelines for addressing envelopes. Write an "X" in the blank before each correct statement.

_____a. Place name and address of person to receive letter in center of envelope

_____b. Write clearly

_____c. Place comma between city and state

_____d. Place comma between state and ZIP Code

_____e. Place name and address of sender in upper right-hand corner

_____f. Place name and address of sender in upper left-hand corner

_____g. Capitalize correctly

_____h. Place no punctuation before or after ZIP Code

_____i. Place a period after name and address of sender

4. Select from the following list guidelines for folding letters and inserting them into envelopes. Three groups of answers are provided for each type of envelope. Only one group is correct for each. Write an "X" in the blank before each correct answer.

a. Long envelopes

_____1) a) Fold paper in center

b) Fold center fold lengthwise

c) Insert letter into envelope with open edge toward top of envelope

_____2) a) Fold to about 2 inches from top of page--bottom up

b) Fold to about 2 inches from bottom of page--top down

c) Fold in center

d) Insert into envelope with open edge at top

_____3) a) Fold about one-third of the page from bottom up

b) Make second fold from bottom to within 1/16 inch from top

c) Insert letter into envelope so that top edge of letter is toward top of envelope

TEST

b. Short envelopes

_____1) a) Fold less than one-fourth of page from bottom up

b) Fold less than one-third of page from bottom down

c) Insert letter into envelope so that top edge of letter is toward bottom of envelope

_____2) a) Fold a little less than one-half of page from bottom up

b) Fold less than one-third of page from right to left

c) Fold less than one-third of page from left to right

d) Insert into envelope with open edge toward top of envelope

_____3) a) Fold paper in center

b) Fold centerfold lengthwise

c) Insert letter into envelope with open edge toward top of envelope

5. Address the two envelopes on the following page. Use the information below.

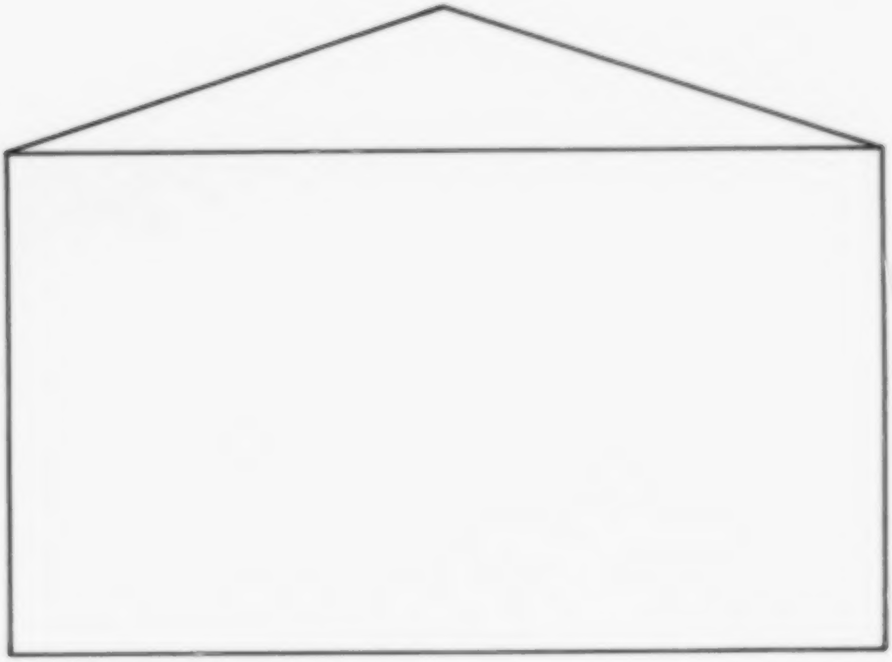
Use your name and address for return address.

Send one envelope to Franklin Construction Company, 2314 North Duncan Street, Baytown, Texas 77520.

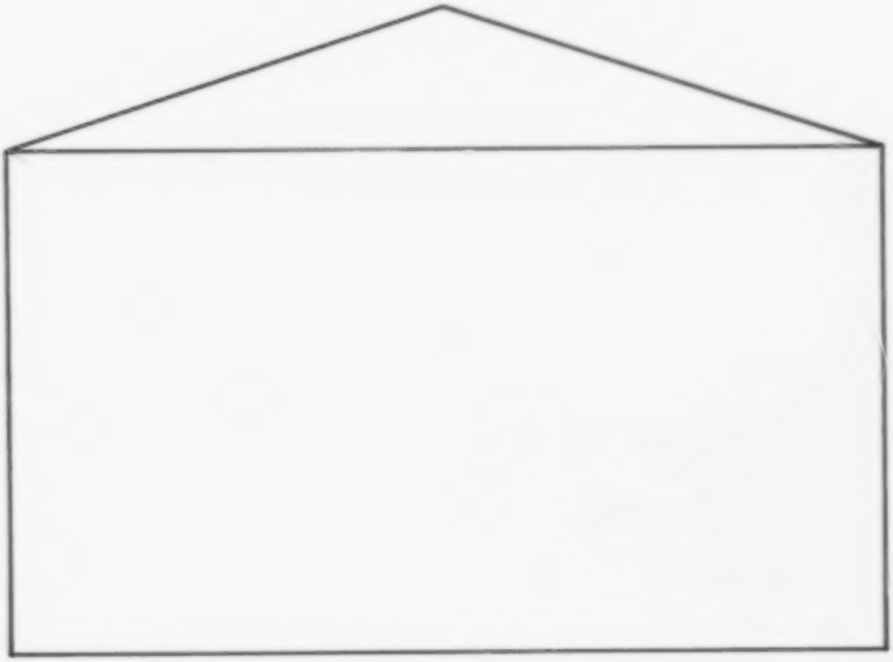
Send the other envelope to A-1 Auto Parts, 2203 North Pine, Greensburg, Pennsylvania 15601.

TEST

a.



b.



TEST

(NOTE: Test question 6 lists the job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Demonstrate the ability to
   - a. Fold letters and insert into long envelopes.
   - b. Fold letters and insert into short envelopes.

ADDRESSING ENVELOPES
UNIT II

ANSWERS TO TEST

1. a. 4
   b. 2
   c. 1
   d. 3
   e. 5
   f. 6
   g. 7

2. a. Write return address
   b. Seal envelope
   c. Stamp envelope
   d. Write mailing address

3. a, b, c, f, g, h

4. a. 3
   b. 2

5. a.
   Name of Sender
   Address of Sender
   City, State ZIP Code

   Franklin Construction Company
   2314 North Duncan Street
   Baytown, TX 77520

   b.
   Name of Sender
   Address of Sender
   City, State ZIP Code

   A-1 Auto Parts
   2203 North Pine
   Greensburg, PA 15601

6. Performance skills evaluated to the satisfaction of the instructor

USING THE TELEPHONE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use a telephone directory, place a telephone call, courteously handle wrong numbers, and use good manners in telephone conversations. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match sections of a telephone directory to information contained in those sections.
3. Arrange in order steps used in getting information from telephone operator.
4. Arrange in order steps used in making long-distance calls.
5. Arrange in order steps used in making friendly calls.
6. Arrange in order steps used in making business calls.
7. Arrange in order steps used in making emergency calls.
8. Select from a list rules for answering telephone calls.
9. Arrange in order steps used in taking telephone messages.
10. Select from a list correct methods of handling wrong numbers.
11. Select from a list good manners when using the telephone.
12. Use telephone-directory customer-guide pages.
13. Find telephone numbers.
14. Find listings in telephone-directory yellow pages.

USING THE TELEPHONE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Have students practice telephone conversations: friendly, business, and emergency.

   F. Have students practice making three types of long-distance calls.

   G. Have students practice answering "wrong number" calls.

   H. Have students practice calling operator for information.

   I. Have students practice making and receiving calls until they can do these well.

   J. Have students look up numbers in telephone directory, using both white and yellow pages.

      (NOTE: For ease of evaluation, obtain multiple copies of the same phone directory for students to use in completing Assignment Sheets #1 and #3.)

   K. Have each student make a personal phone directory alphabetically arranged to include numbers that they call most frequently: addresses and phone numbers of instructor, classmates, and parents' or guardians' businesses.

   L. Call the phone company and explain that you are teaching a unit about the telephone. Most telephone companies will be happy to send someone to speak to the class.

   M. Give test.

   N. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

SUGGESTED ACTIVITIES

D. Assignment sheets

   1. Assignment Sheet #1--Use Telephone-Directory Customer-Guide Pages
   2. Assignment Sheet #2--Find Telephone Numbers
   3. Assignment Sheet #3--Find Listings in Telephone-Directory Yellow Pages
   4. Assignment Sheet #4--Complete a Vocabulary Word-Search

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit reference--Greene, Harry A., et al. *Building Better English.* Torch Edition, New York: Harper and Row, 1968.

USING THE TELEPHONE
UNIT III

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #4)

   A. Advertising--Calling attention to goods or services for sale

   B. Alphabetical--In order of the alphabet

   C. Category--Group

   D. Collect call--Telephone call paid for by person receiving it

   E. Direct dialing--Making a long-distance call without operator assistance

   F. Directory--Book containing listings

   G. Listing--Name and telephone number as listed in telephone directory

   H. Patron--Customer

   I. Person-to-person call--Long-distance call to a definite person

   J. Residence--Home address of individual or family

   K. Station-to-station call--Long-distance call that can be accepted by any person answering

II. Sections of a telephone directory (Assignment Sheets #1-#3)

(NOTE: Telephone-directory listings are in alphabetical order by patron's last name.)

   A. White pages (Assignment Sheet #2)

      1. Contain residential listings

(NOTE: Residential listings give names, addresses, and phone numbers for people in the directory area.)

EXAMPLE:

Earnest Elvis	NE Of City	**555-2591**
Earp Henry Lee	E Of City	**555-2641**
Easter W E	102 S Cimarron	**555-2071**
Eaton W H	NE Of City	**555-2618**
Edwards Lewis	NE Of City	**555-2747**
Eisensmith E	NW Of City	**555-2169**
Elledge Jas	S Of City	**555-2772**
Emerson Daniel L	509 NE 3	**555-2338**
Emerson Roscoe	503 N Main	**555-2391**
Ervin Roger L	319 N Main	**555-2046**
Erwin Cecil O	407 NE 3	**555-2121**

INFORMATION SHEET

2. Contain business listings

(NOTE: Business listings are usually, but not always, printed in capital letters and in alphabetical order with residence numbers.)

EXAMPLE:

Sorrel Phillip Stout Hall	555-5545
Sorrell Glenn D 2215 Glenwood	555-0612
SORRELL HOME CENTER 2723 E 6	555-2285
Sorrels Bob 701 N Grandview	555-8990
Sosa-Coroner Jorge 83 S University Pl	555-6744
Soteres John K1202 N Main	555-2284
Sotillo Jesus 606 E Redbud Dr	555-9271
Sotosek Mari Drummond Hall	555-4743
Soule Thomas 2622 N Park Dr	555-0838
Soulen Susan Willham Hall North	555-1960
SOUND ADVICE 402 S Washington	555-9770
Sound City 1507 Cimarron Plaza	555-8553
SOUND TRONICS 816 E 6	555-1111
SOUND WAREHOUSE	

B. Yellow pages (Assignment Sheet #3)

1. Contain business listings

(NOTE: Business phones are listed alphabetically, first by type of business and then by name of business.)

EXAMPLE:

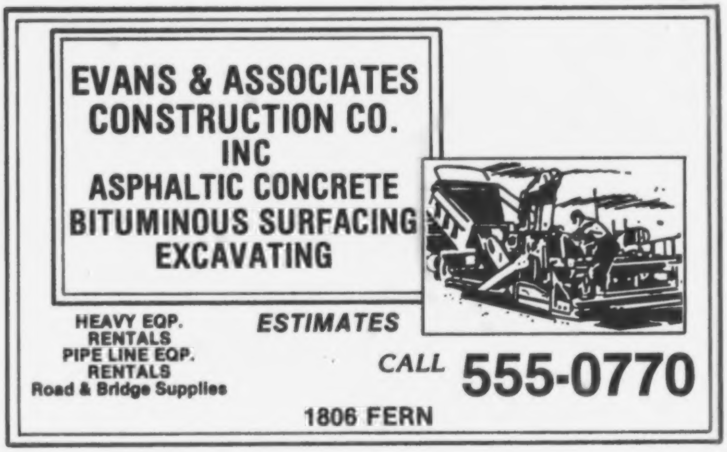
Construction Chemicals Of Oklahoma Inc Asphalt Reclamation & Base Stabilization 4626 W 6	555-4631
DEPCO CONSTRUCTION OSU	555-9222
If No Answer Call Shawnee Ok	555-7400
Drilco Inc NW Of City	555-9225
Heartland Development Company Inc 321 SW 1 Perkins	555-2051
KRAYBILL RUSTY CONSTRUCTION CO 5111 N Perkins Rd	555-2040
Lambert Construction Co 2508 E 6	555-1444
Metro Contractors Okla State Univ Campus	555-8776
Palmer C E Construction Inc E Of City	555-3137
PARROTT CONST CO 413 E 9	555-6907
R M C Inc NE Of City	555-4430

INFORMATION SHEET

2. Contain advertising

(NOTE: The telephone company charges extra for listings in the yellow pages. The charge is increased if the listing also contains an advertisement.)

EXAMPLE:



EVANS & ASSOCIATES
CONSTRUCTION CO.
INC
ASPHALTIC CONCRETE
BITUMINOUS SURFACING
EXCAVATING

HEAVY EQP.
RENTALS
PIPE LINE EQP.
RENTALS
Road & Bridge Supplies

ESTIMATES

CALL **555-0770**

1806 FERN

Used with permission of Evans & Associates Construction Co.

C. Emergency-numbers page

1. Located inside front cover
2. Contains space for fire, police, and ambulance numbers
3. Contains warning about false emergency information

D. Customer-guide pages (Assignment Sheet #1)

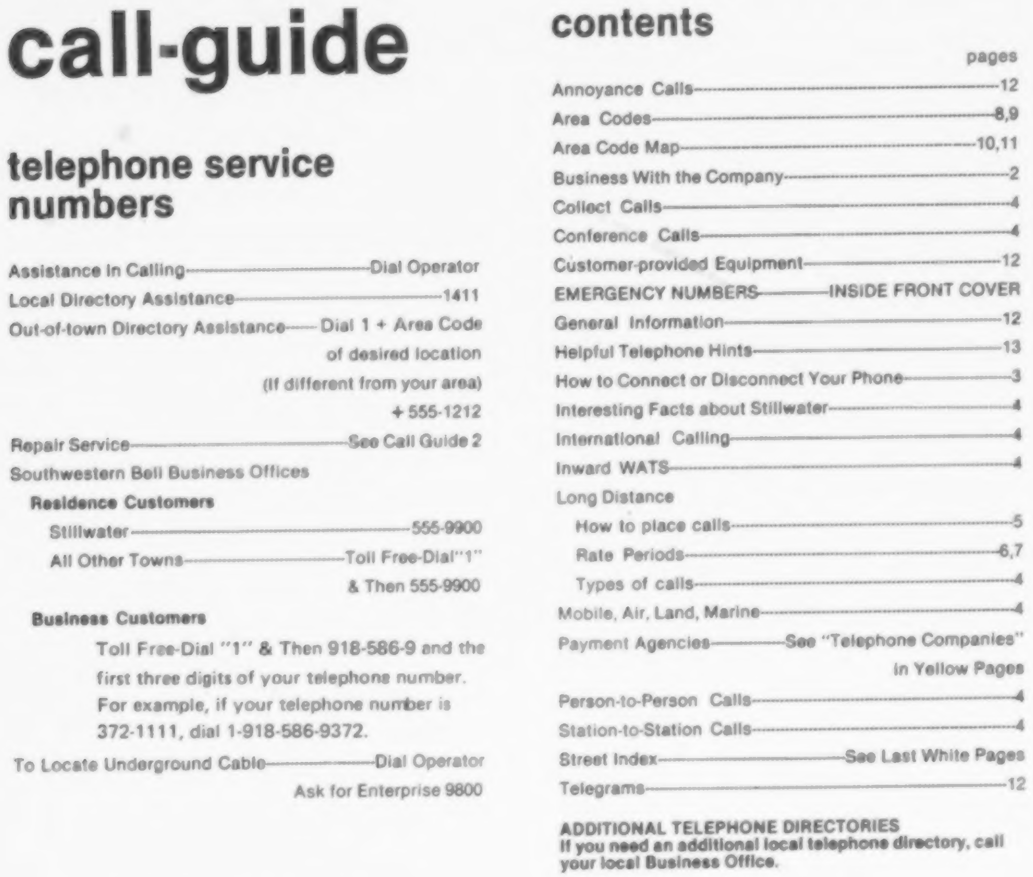
1. List numbers for information operators
2. List numbers for telephone repair services
3. Contain money-saving tips

INFORMATION SHEET

4. Contain long-distance dialing information

(NOTE: The table of contents for this section gives page numbers for answers to many problems. Use it often. See Assignment Sheets #1-#3.)

EXAMPLE:



call-guide

telephone service numbers

Assistance in Calling	Dial Operator
Local Directory Assistance	1411
Out-of-town Directory Assistance	Dial 1 + Area Code of desired location (If different from your area) + 555-1212
Repair Service	See Call Guide 2

Southwestern Bell Business Offices

Residence Customers

Stillwater	555-9900
All Other Towns	Toll Free-Dial "1" & Then 555-9900

Business Customers

Toll Free-Dial "1" & Then 918-586-9 and the first three digits of your telephone number. For example, if your telephone number is 372-1111, dial 1-918-586-9372.

To Locate Underground Cable	Dial Operator Ask for Enterprise 9800

contents

pages

Annoyance Calls—12
Area Codes—8,9
Area Code Map—10,11
Business With the Company—2
Collect Calls—4
Conference Calls—4
Customer-provided Equipment—12
EMERGENCY NUMBERS—INSIDE FRONT COVER
General Information—12
Helpful Telephone Hints—13
How to Connect or Disconnect Your Phone—3
Interesting Facts about Stillwater—4
International Calling—4
Inward WATS—4
Long Distance
  How to place calls—5
  Rate Periods—6,7
  Types of calls—4
Mobile, Air, Land, Marine—4
Payment Agencies—See "Telephone Companies" in Yellow Pages
Person-to-Person Calls—4
Station-to-Station Calls—4
Street Index—See Last White Pages
Telegrams—12

ADDITIONAL TELEPHONE DIRECTORIES
If you need an additional local telephone directory, call your local Business Office.

Used with permission of Southwestern Bell Telephone Company.

III. Steps used in getting information from telephone operator

A. Have pen and paper ready

B. Dial number for information operator

C. Tell name of city

(NOTE: Operator will ask, "What city?")

D. Tell name of person whose number you want

INFORMATION SHEET

E. Write number

F. Repeat number to operator to be sure that you have it right

G. Say, "thank you"

IV. Steps used in making long-distance calls

A. Person-to-person calls

1. Write number on paper

2. Dial 0

   (NOTE: This signals operator that this call is different from the usual call.)

3. Dial area code if different from your area code

   (NOTE: If area code is the same, omit this step.)

4. Dial number

   (NOTE: Operator answers.)

5. Tell operator your name and phone number

6. Say, "This is a person-to-person call. I would like to speak to _______"

   (NOTE: When phone is answered, operator will say, "I have a person-to-person call for ________________ from __________________." If person called is not available, you do not pay for the call. You may also leave a message at no charge. If person called talks to you, you will pay extra charges for this service.)

B. Collect calls

1. Write number on paper

2. Dial 0

3. Dial area code if different from your area code

   (NOTE: If area code is same, omit this step.)

4. Dial number

   (NOTE: Operator answers.)

5. Tell operator your name and phone number

INFORMATION SHEET

6. Say, "This is a collect call"

   (NOTE: Collect calls may also be person-to-person calls, but you must tell the operator. When phone is answered, operator will say, "I have a collect call from ____________________. Will you pay for the charges?" If person called agrees to pay for the call, you may talk. Otherwise you must remain silent.)

C. Station-to-station calls

1. Write number on paper
2. Dial 1
3. Dial area code if different from your area code

   (NOTE: If area code is same, omit this step.)

4. Dial number
5. Talk with whomever answers phone

D. Long-distance information calls

(NOTE: You are not charged for this service.)

1. Have pen and paper ready
2. Dial 1
3. Dial area code if different from your area code

   (NOTE: If area code is same, omit this step.)

4. Dial 555-1212

   (NOTE: Operator in area code dialed answers.)

5. Tell name of city you want
6. Ask operator for information you want

   (NOTE: By law, operators are forbidden to give street addresses.)

7. Write down information
8. Repeat information to operator to be sure that you have it right
9. Say, "thank you"

INFORMATION SHEET

V. Steps used in making friendly calls

- A. Let phone ring at least ten times
- B. Identify yourself
- C. Ask for person wanted
- D. Limit calls to ten minutes

VI. Steps used in making business calls

- A. Plan what you will say before calling
- B. Identify yourself
- C. Write down important information

  EXAMPLES: Names, appointments, amounts of money, addresses

- D. Be courteous

  EXAMPLES: Say, "thank you" and "please"

VII. Steps used in making emergency calls

- A. Stay calm
- B. Identify yourself
- C. Give nature of emergency

  EXAMPLES: Fire, accident, heart attack

- D. Give location of emergency
- E. Tell exactly what you need

  EXAMPLES: Ambulance, wrecker truck

  (NOTE: Operator will help you. Do not hang up until you are sure all needed information has been given.)

VIII. Rules for answering telephone calls

- A. Say, "hello" and give your name

  (NOTE: If you are answering a business phone at work, give your name and the name of your business.)

  EXAMPLES: Home--"Hello. This is Susan."
  At work--"Hello. This is Susan at the Curriculum and Instructional Materials Center."

- B. Speak clearly

INFORMATION SHEET

C. Keep phone about 1 1/2 inches from your lips

D. Be courteous

IX. Steps used in taking telephone messages

A. Be courteous

B. Ask who is calling

C. Ask, "May I take your number or a message?"

D. Write message clearly

(NOTE: Do not try to rely on your memory alone; if no pen and paper are near the phone, ask person calling to wait until you can get them; then write the message.)

E. Repeat message to person calling to be sure that you have it right

F. Deliver message, or leave it where it cannot be missed

X. Methods of handling wrong numbers

A. Dialed by you

1. Apologize if you dialed wrong number

2. Tell person who answers what number you dialed

(NOTE: Do not ask, "What is your number?")

3. Hang up and dial again

B. Answered by you

1. Be polite

2. Tell person calling, "You have the wrong number. What number were you calling? No, that is not my number."

3. Do not tell your number, name, or address

(NOTE: If your phone continues to ring, ask person to call the operator. Do not be rude.)

4. Be helpful if someone has your number by mistake

XI. Good manners when using the telephone

A. Speak clearly

B. Speak loudly enough to be heard, but do not yell

C. Hold phone against your ear and about 1 1/2 inches from your lips

INFORMATION SHEET

D. Ask persons called for friendly visits if they have time to chat for a few minutes

E. Call at appropriate times

(NOTE: Mealtimes and late at night are generally not appropriate times.)

F. Keep pen and paper near phone

G. Be patient if line is busy

H. Do not monopolize phone

I. Do not get angry with operator or any other person

J. Do not use curse words, scream, or whistle into phone

K. Do not play practical jokes

L. Do not chew gum or eat while talking on phone

USING THE TELEPHONE
UNIT III

ASSIGNMENT SHEET #1--USE TELEPHONE DIRECTORY CUSTOMER GUIDE PAGES

NAME ______________________________ SCORE ______________

Knowing how to use the customer guide pages in your telephone directory can save you time and money. The Customer Guide contains a table of contents, money-saving tips, and long-distance dialing information. These pages also list numbers for information operators and telephone repair services.

Use customer guide pages in your local telephone directory to answer the following questions.

A. What surrounding area (cities and towns) does your directory include?

____

____

____

B. What number would you call for directory assistance? ______________

C. What number would you call for repair service? ______________

D. Look at your directory's table of contents. On what page would you find bill-payment locations? ______________ Emergency numbers? ______________

Money-saving tips? ______________

E. About how much would it cost you to order an ordinary phone and have it connected? ______________

F. On what page do you find information about "800 Service" telephone numbers?

______________ What is an "800" number? ______________

____

____

G. Which of the following methods of calling long distance is the *least* expensive? Circle the correct choice.

1. Operator-assisted calls
2. Person-to-person calls
3. Direct-dial calls

ASSIGNMENT SHEET #1

H. Which of the following times to place a long-distance call is the *least* expensive? Circle the correct choice.

1. Monday morning
2. Sunday morning
3. Friday at 4 P.M.

I. List three money-saving tips found in the customer guide pages.

1. ____________________
2. ____________________
3. ____________________

J. What are the two area codes for Oklahoma?

1. __________
2. __________

ENG II - 95-H

USING THE TELEPHONE
UNIT III

ASSIGNMENT SHEET #2--FIND TELEPHONE NUMBERS

NAME________________________________ SCORE ________________

Anyone who has a telephone may have his or her name and address listed in the local telephone book. All the names in the telephone directory are listed alphabetically according to the person's *last* name.

PART I

Skim over the following telephone listings to find the number and address of each person whose name is listed below. Write the information in the correct column. Try to write out the entire address without using abbreviations.

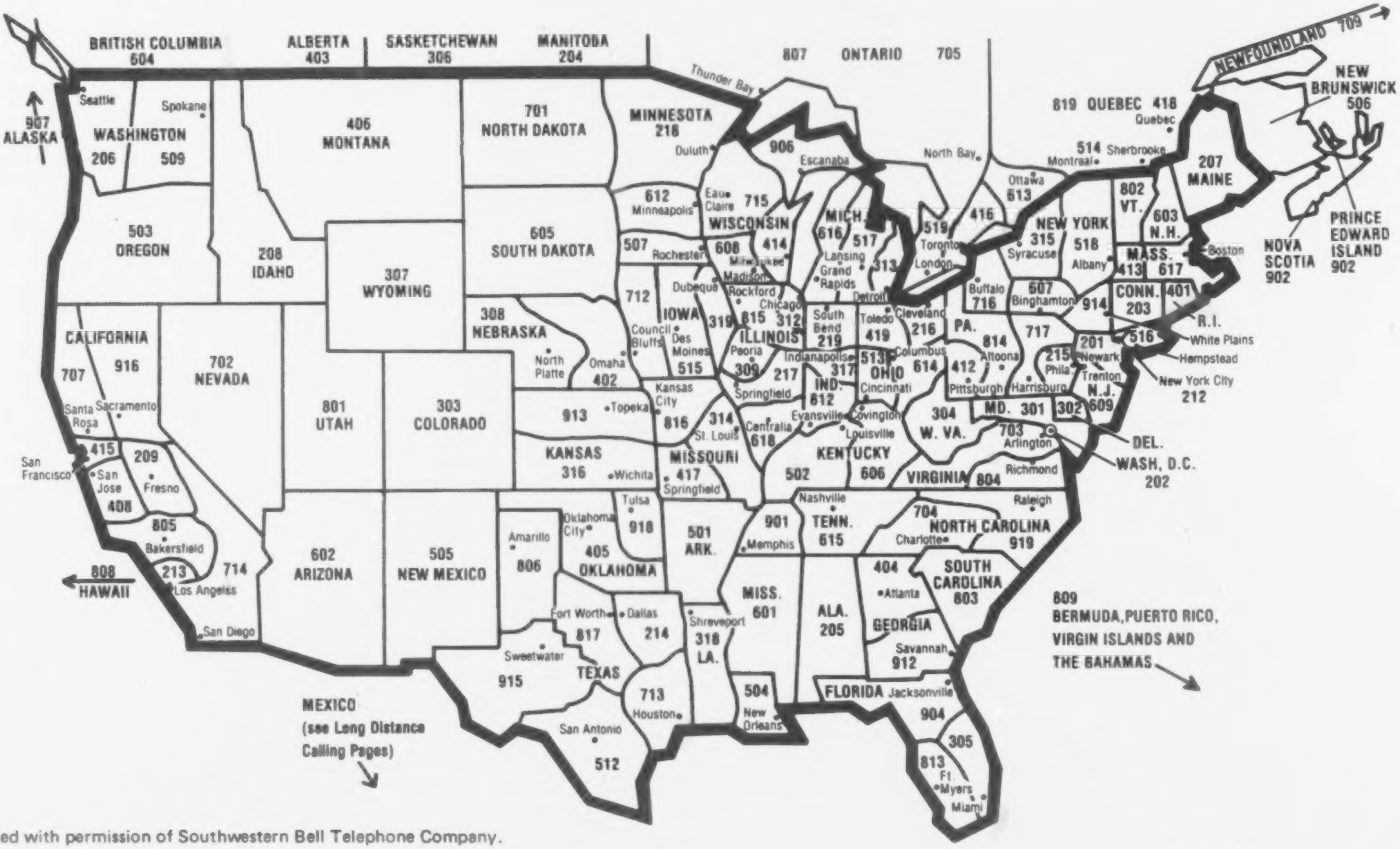
Finkelstein Jack 500 Ocean Av.	582-9030
Finley A 418 Miller Av.	498-3678
Finn Loretta 175 Troy	222-3458
Finn Richard 245 15.	378-0945
Finnan John J 534 Adama	465-7908
Finnegan Edmond J 39 Pine	688-9074
Finnerty Maureen 18 Gelson Av.	972-3405
Finnie D 2809 Wyckoff Cr.	875-9043
Finno Mary 2061 58.	777-2239
Finz Bernard 1750 Pitkin Ln.	236-4578
Fiore Mary 1722 Union Blvd.	788-4755
Fiorentino Sal 224 Green	566-7890
Fiorenza Ben 1452 81	798-3456
Fiorenzo Rose 94 Bay Pl.	457-0987
Fiori Robert 64 16 Av	333-5688
Fioribelo Goldie 364 93	667-9326
Fiquet Claude 124 E 33	940-8763
Fire Buff The 19 Quinlan Av	822-3456
Fireman Sue 64 W 89	256-7444
Firestein H 172 W 1	224-9846
Firmin Richard 225 Loy	677-8444
Firtle Bennett 524 56.	335-0974

NAME	ADDRESS	TEL. NO.
A. Bernard Finz		
B. Robert Fiori		
C. A. Finley		
D. Rose Fiorenzo		
E. Bennett Firtle		
F. Mary Fiore		
G. H. Firestein		
H. Loretta Finn		
I. Claude Fiquet		
J. D. Finnie		

ASSIGNMENT SHEET #2

PART II

To make a long-distance telephone call, you also need to know the area code of the city you are calling. Use the following map to fill in the area codes of the cities and states listed on the next page.



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660

659

ASSIGNMENT SHEET #2

A. Tulsa, Oklahoma ______________________

B. South Carolina ______________________

C. Columbus, Ohio ______________________

D. St. Louis, Missouri ______________________

E. Albany, New York ______________________

F. Houston, Texas ______________________

G. Mississippi ______________________

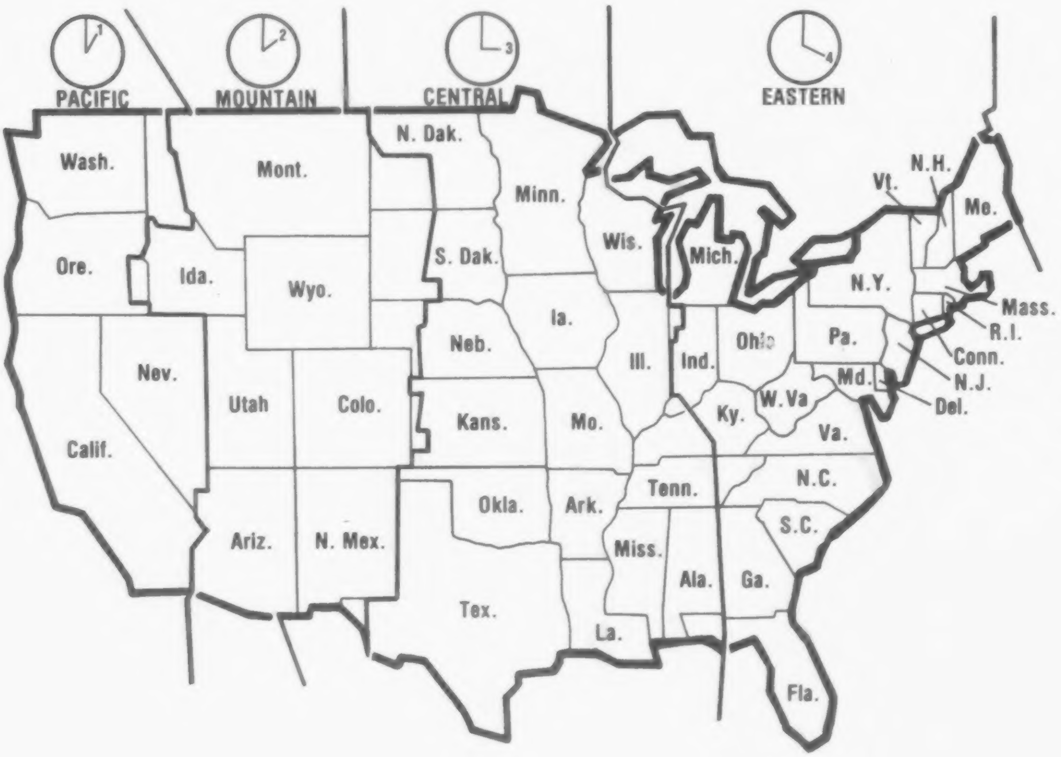
H. Idaho ______________________

I. New Mexico ______________________

ASSIGNMENT SHEET #2

PART III

The sun shines on different parts of the world at different times. Because of this, clocks in different places do not show the same time. Within the mainland United States, there are four different time zones. The map below shows you how to figure out what time it is in different parts of the country. Look at the map and answer the questions that follow.



Used with permission of Southwestern Bell Telephone Company.

A. What are the names of the four time zones?

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

ASSIGNMENT SHEET #2

B. Assume that it is 9 P.M. in California and you want to call your grandfather in New York. What time will it be at your grandfather's house?____________________

Should you place the call?____________ Why? ____________________

____

C. It is 6 A.M. in Oklahoma; what time is it in New Mexico?____________________

In southern Florida?____________________

D. It is 9 A.M. in California; what time is it in Oklahoma?____________________

In eastern Kentucky?____________________

USING THE TELEPHONE
UNIT III

ASSIGNMENT SHEET #3--FIND LISTINGS IN TELEPHONE-DIRECTORY YELLOW PAGES

NAME______________________________ SCORE ____________

The yellow pages in the telephone directory contain business listings and advertisements. Knowing how to use the yellow pages not only saves you time ("Let your fingers do the walking") but provides answers to many questions: How late is the library open? What does such-and-such a store sell? Where can I rent a car?

Use the yellow pages in your local telephone directory to answer the following questions.

A. Under what page headings will you find the following yellow pages' listings?

1. Doctors______________________
2. Lawyers______________________
3. Car dealers______________________
4. Hair dressers______________________
5. Hi-fi equipment______________________
6. Supermarkets______________________

B. How many pizza parlors are listed in your directory?______________________

C. What is the name of one of your local banks?______________________

______________________ What are its hours? ______________________

____

D. How many construction companies are listed in your directory?______________

What are some of the services they offer?______________________

____

____

E. What is the number and address of the local tag agency?______________________

____

F. Name two businesses that sell General Electric washers and dryers.

1. ____
2. ____

ASSIGNMENT SHEET #3

G. What are the numbers and addresses of two local employment agencies?

1. ______________________________

____

2. ______________________________

____

H. What is the number and address of the public library? ______________

____

____

I. Under what heading did you find the library listing? ______________

____

J. Name five other listings under that same heading.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

K. On what page does the index to the yellow pages begin? ______________

Did you use the index to the yellow pages to help you complete this assignment?

____

When you have completed this assignment sheet, exchange your assignment sheet and telephone directory with a classmate. Use the yellow pages' index and the yellow pages to check your classmates' answers. A perfect score is 100 percent; each blank equals four points.

USING THE TELEPHONE
UNIT III

ASSIGNMENT SHEET #4--COMPLETE A VOCABULARY WORD-SEARCH

NAME__________________________________ SCORE _______________

Find the following vocabulary words in the puzzle below. Words may be printed up and down, across, or diagonally. A score of five is fair; nine is good; twelve is excellent.

LISTING
CATEGORY
RESIDENCE
DIRECTORY
THANK YOU
ALPHABETICAL
PATRON
ADVERTISING
COLLECT CALL
PERSON-TO-PERSON
STATION-TO-STATION
DIRECT DIALING
TELEPHONE

D	L	I	S	T	I	N	G	S	P	Q	L	L	S
I	C	D	E	H	E	L	L	O	F	A	L	A	T
R	E	S	P	A	Q	Z	C	U	P	L	A	L	A
E	C	O	L	N	M	Y	K	X	A	E	D	P	T
C	U	T	D	K	D	J	U	C	T	K	V	H	I
T	O	E	M	Y	I	T	T	A	R	S	E	A	O
D	R	L	S	O	R	C	C	T	O	Z	R	B	N
I	K	E	G	U	E	I	O	E	N	O	T	E	T
A	G	P	U	L	C	Y	L	G	F	K	I	T	O
L	Z	H	L	E	T	M	T	O	U	I	S	I	S
I	N	O	O	N	O	K	D	R	F	M	I	C	T
N	C	N	M	C	R	D	G	Y	O	E	N	A	A
G	Q	E	F	E	Y	Y	U	J	D	Y	G	L	T
T	O	Y	R	E	S	I	D	E	N	C	E	J	I
K	C	A	T	E	G	L	K	P	E	S	R	N	O
P	E	R	S	O	N	T	O	P	E	R	S	O	N

USING THE TELEPHONE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

PART I

A. 1750 Pitkin Lane; 236-4578

B. 64 16th Avenue; 333-5688

C. 418 Miller Avenue; 498-3678

D. 94 Bay Place; 457-0987

E. 524 56th Street; 335-0974

F. 1722 Union Boulevard; 788-4755

G. 172 West 1st Street; 224-9846

H. 175 Troy Street; 222-3458

I. 124 East 33rd Street; 940-8763

J. 2809 Wyckoff Circle; 875-9043

PART II

A. 918

B. 803

C. 614

D. 314

E. 518

F. 713

G. 601

H. 208

I. 505

PART III

A. 1. Pacific

2. Mountain

ANSWERS TO ASSIGNMENT SHEETS

3. Central

4. Eastern

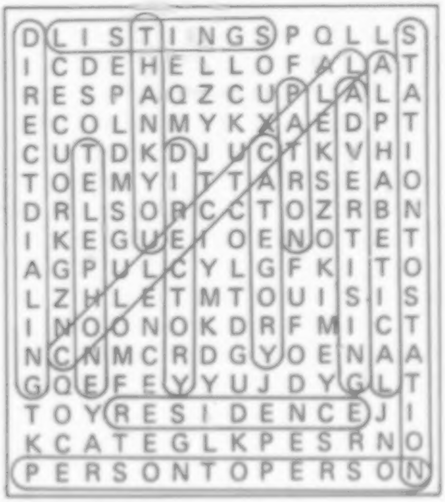
B. 12 P.M.; No; It is too late. He will be in bed.

C. 5 A.M.; 7 A.M.

D. 11 A.M.; 12 A.M.

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4



```
D L I S T I N G S P Q L L S
I C D E H E L L O F A L A T
R E S P A Q Z C U P L A L A
E C O L N M Y K X A E D P T
C U T D K D J U C T K V H I
T O E M Y I T T A R S E A O
D R L S O R C C T O Z R B N
I K E G U E I O E N O T E T
A G P U L C Y L G F K I T O
L Z H L E T M T O U I S I S
I N O O N O K D R F M I C T
N C N M C R D G Y O E N A A
G Q E F E Y Y U J D Y G L T
T O Y R E S I D E N C E J I
K C A T E G L K P E S R N O
P E R S O N T O P E R S O N
```

USING THE TELEPHONE
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____ a. Name and telephone number as listed in telephone directory

_____ b. Group

_____ c. Home address of individual or family

_____ d. Book containing listings

_____ e. In order of the alphabet

_____ f. Customer

_____ g. Calling attention to goods or services for sale

_____ h. Telephone call paid for by person receiving it

_____ i. Long-distance call to a definite person

_____ j. Long-distance call that can be accepted by any person answering

_____ k. Making a long-distance call without operator assistance

1. Advertising
2. Alphabetical
3. Category
4. Collect call
5. Directory
6. Listing
7. Patron
8. Person-to-person call
9. Residence
10. Station-to-station call
11. Direct dialing

2. Match sections of a telephone directory to information contained in those sections. Write the correct numbers in the blanks. Answers may be used more than once. A blank may contain more than one answer.

_____ a. Contain business listings

_____ b. List numbers for information operators

_____ c. Contain residential listings

_____ d. Contain advertising

_____ e. Contain money-saving tips

_____ f. Contains warning about false emergency information

_____ g. Contains space for fire, police, and ambulance numbers

1. White pages
2. Yellow pages
3. Emergency-numbers page
4. Customer-guide pages

TEST

_____h. List numbers for telephone repair services

_____i. Located inside front cover

_____j. Contain long-distance dialing information

3. Arrange in order steps used in getting information from telephone operator. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Tell name of person whose number you want

_____b. Repeat number to operator to be sure that you have it right

_____c. Dial number for information operator

_____d. Have pen and paper ready

_____e. Say, "thank you"

_____f. Tell name of city

_____g. Write number

4. Arrange in order steps used in making long-distance calls. Write a "1" before the first step, a "2" before the second step, and so on.

a. Person-to-person calls

_____1) Write number on paper

_____2) Tell operator your name and phone number

_____3) Dial number

_____4) Say, "This is a person-to-person call. I would like to speak to _______"

_____5) Dial 0

_____6) Dial area code if different from your area code

b. Collect calls

_____1) Write number on paper

_____2) Tell operator your name and phone number

_____3) Dial number

_____4) Say, "This is a collect call"

TEST

_____5) Dial 0

_____6) Dial area code if different from your area code

c. Station-to-station calls

_____1) Dial number

_____2) Dial 1

_____3) Write number on paper

_____4) Dial area code if different from your area code

_____5) Talk with whomever answers the phone

d. Long-distance information calls

_____1) Say, "thank you"

_____2) Tell name of city you want

_____3) Dial 1

_____4) Ask operator for information you want

_____5) Have pen and paper ready

_____6) Dial 555-1212

_____7) Dial area code if different from your area code

_____8) Repeat information to operator to be sure that you have it right

_____9) Write down information

5. Arrange in order steps used in making friendly calls. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Limit calls to ten minutes

_____b. Ask for person wanted

_____c. Identify yourself

_____d. Let phone ring at least ten times

6. Arrange in order steps used in making business calls. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Be courteous

_____b. Plan what you will say before calling

_____c. Identify yourself

_____d. Write down important information

TEST

7. Arrange in order steps used in making emergency calls. Write a "1" before the first step, a "2" before the second step, and so on.

   ______a. Give nature of emergency

   ______b. Stay calm

   ______c. Tell *exactly* what you need

   ______d. Give location of emergency

   ______e. Identify yourself

8. Select from the following list rules for answering telephone calls. Write an "X" in the blank before each correct rule.

   ______a. Hang up if person you do not like calls

   ______b. Speak clearly

   ______c. Say, "hello" and give your name

   ______d. Say, "hi"

   ______e. Be angry if it is a wrong number

   ______f. Keep phone about 1 1/2 inches from your lips

   ______g. Be courteous

9. Arrange in order steps used in taking telephone messages. Write a "1" before the first step, a "2" before the second step, and so on.

   ______a. Be courteous

   ______b. Write message clearly

   ______c. Ask who is calling

   ______d. Ask, "May I take your number or a message?"

   ______e. Deliver message, or leave it where it cannot be missed

   ______f. Repeat message to person calling to be sure that you have it right

10. Select from the following list correct methods of handling wrong numbers. Write an "X" in the blank before each correct method.

    a. Dialed by you

       ______1) Apologize if you dialed wrong number

       ______2) Be angry at person who answers

       ______3) Tell person who answers what number you dialed

TEST

_____4) Hang up and dial again

b. Answered by you

_____1) Do not tell your number, name, or address

_____2) Tell person calling, "You have the wrong number. What number were you calling? No, that is not my number."

_____3) Hang up without saying anything

_____4) Be polite

_____5) Be helpful if someone has your number by mistake

11. Select from the following list good manners when using the telephone. Write an "X" in the blank before each correct statement.

_____a. Speak clearly

_____b. Hang up when people you do not like call

_____c. Speak loudly enough to be heard, but do not yell

_____d. Get angry about wrong numbers

_____e. Hold phone against your ear and about 1 1/2 inches from your lips

_____f. Do not play practical jokes

_____g. Refuse to take any messages

_____h. Be patient if line is busy

_____i. Ask persons called for friendly visits if they have time to chat for a few minutes

_____j. Call at appropriate times

_____k. Keep pen and paper near phone

_____l. Leave television or radio going

_____m. Do not use curse words, scream, or whistle into phone

_____n. Take as long as you want to on the phone

_____o. Do not get angry with operator or any other person

_____p. Do not monopolize phone

_____q. Do not chew gum or eat while talking on phone

TEST

(NOTE: Test questions 12 through 14 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

12. Use telephone-directory customer-guide pages.
13. Find telephone numbers.
14. Find listings in telephone-directory yellow pages.

USING THE TELEPHONE
UNIT III

ANSWERS TO TEST

1. a. 6
   b. 3
   c. 9
   d. 5
   e. 2
   f. 7
   g. 1
   h. 4
   i. 8
   j. 10
   k. 11

2. a. 1, 2
   b. 4
   c. 1
   d. 2
   e. 4
   f. 3
   g. 3
   h. 4
   i. 3
   j. 4

3. a. 4
   b. 6
   c. 2
   d. 1
   e. 7
   f. 3
   g. 5

4. a. Person-to-person calls
      1) 1
      2) 5
      3) 4
      4) 6
      5) 2
      6) 3
   b. Collect calls
      1) 1
      2) 5
      3) 4
      4) 6
      5) 2
      6) 3

ANSWERS TO TEST

c. Station-to-station calls

1) 4
2) 2
3) 1
4) 3
5) 5

d. Long-distance information calls

1) 9
2) 5
3) 2
4) 6
5) 1
6) 4
7) 3
8) 8
9) 7

5. a. 4
   b. 3
   c. 2
   d. 1

6. a. 4
   b. 1
   c. 2
   d. 3

7. a. 3
   b. 1
   c. 5
   d. 4
   e. 2

8. b, c, f, g

9. a. 1
   b. 4
   c. 2
   d. 3
   e. 6
   f. 5

ANSWERS TO TEST

10. a. Dialed by you--1, 3, 4

    b. Answered by you--1, 2, 4, 5

11. a, c, e, f, h, i, j, k, m, o, p, q

12. Evaluated to the satisfaction of the instructor

13. Evaluated to the satisfaction of the instructor

14. Evaluated to the satisfaction of the instructor

USING THE NEWSPAPER
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to locate items in a newspaper; write and use commercial and classified ads; and use a newspaper to make a grocery shopping list, select television programs, and plan a week of entertainment. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with the newspaper to their correct definitions.
2. Select from a list facts about a newspaper index.
3. Match news subjects to newspaper sections in which they would appear.
4. Select from a list ways to use commercial advertisements for smart shopping.
5. Select from a list entertainment items listed in a newspaper.
6. Match classified ads to their correct headings.
7. Match classified ad abbreviations to their correct meanings.
8. Arrange in order steps used in placing classified ads in a newspaper.
9. Match newspaper columns to their correct types.
10. Use a newspaper index.
11. Distinguish between bargains in commercial advertisements.
12. Use newspaper supermarket ads as a guide for making a shopping list.
13. Select television programs from a newspaper television guide.
14. Find helpful hints in the newspaper.
15. Use a newspaper to plan a week of entertainment.
16. Write classified ads.
17. Select jobs from classified ads.
18. List times and locations of garage sales found in a newspaper.

USING THE NEWSPAPER
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Provide students with objective sheet.

  B. Discuss unit and specific objectives.

  C. Provide students with information and assignment sheets.

  D. Discuss information and assignment sheets.

  E. Provide newspapers, or assign students to bring them to class. You may need to bring papers several days to get necessary comparison ads.

  F. Have students compare newspaper supermarket ads, and then take students on a field trip to the stores with ads so that they may compare prices and quality.

  G. Provide Sunday editions of the newspaper so that students may complete Assignment Sheet #4.

  H. Have students create their own class newspaper. Some students can write news stories; others can write classified ads, helpful hints, and so forth. Have students relate their stories to their CVET classes.

  I. Have students role play answering classified ads.

  J. Give test.

  K. Reteach if necessary.

II. Instructional material

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Use a Newspaper Index

    2. Assignment Sheet #2--Distinguish Between Bargains in Commercial Advertisements

    3. Assignment Sheet #3--Use Newspaper Supermarket Ads as a Guide for Making a Shopping List

    4. Assignment Sheet #4--Select Television Programs from a Newspaper Television Guide

SUGGESTED ACTIVITIES

5. Assignment Sheet #5--Find Helpful Hints in the Newspaper

6. Assignment Sheet #6--Use a Newspaper to Plan a Week of Entertainment

7. Assignment Sheet #7--Write Classified Ads

8. Assignment Sheet #8--Select Jobs from Classified Ads

9. Assignment Sheet #9--List Times and Locations of Garage Sales Found in a Newspaper

E. Answers to assignment sheets

F. Test

G. Answers to test

USING THE NEWSPAPER
UNIT IV

INFORMATION SHEET

I. Terms and definitions

   A. Ad--Abbreviation for *advertisement*

   B. Classified ad--Advertisement arranged according to subject; appears in the classified section of the newspaper

   C. Column--Feature article appearing regularly under a fixed title

   D. Commercial ad--Advertisement containing pictures, prices, and so forth; may appear on any newspaper page

   E. Community events--Scheduled happenings of local interest

      EXAMPLES: Club meetings, swimming lessons

   F. Editorial--Newspaper article written by the editor; gives opinion or attitude of the paper about a current issue

   G. Feature story--Human interest story that calls forth emotion

   H. Filler--Short, space-filling item in a newspaper

      EXAMPLE:

      VINEGAR NO NO
      Never mix vinegar with household bleach for cleaning purposes, since this mixture produces a poisonous gas.

   I. Headline--Words printed in heavy type at the top of a newspaper story; indicates nature of story

   J. Markets--Prices of stocks, bonds, farm products, stock markets

   K. Obituaries--Death notices

   L. Quip--Clever or witty saying

   M. Quotation--Exact words of a person or piece of writing

   N. Situation wanted--Classified ad placed by a person who wants work

II. Facts about a newspaper index (Assignment Sheet #1)

   A. Always found at bottom of front page, not in back of newspaper as it is in books

   B. Indexes newspaper sections as well as regular features

      EXAMPLES: Home and Family Living, Horoscope

INFORMATION SHEET

C. Lists section letter and page number(s)

EXAMPLES: F-1-6, A-4

III. News subjects and newspaper sections in which they would appear (Assignment Sheets #1-#9)

A. News section

1. Regular news stories
2. Feature stories
3. Obituaries
4. Weather
5. Markets

EXAMPLES: Farm prices, stock markets

6. Index (Assignment Sheet #1)

B. Editorial section

1. Opinions written by editor
2. Opinions written by nationally known people
3. Letters to editor
4. Political cartoons
5. Political columns

EXAMPLES: Art Buchwald, "Anderson's Merry-Go-Round"

C. Home and family section

1. Feature stories
2. Recipes
3. Announcements of weddings and engagements
4. Helpful hints for home and child care (Assignment Sheet #5)
5. Community events (Assignment Sheet #6)
6. Styles, fashions, and grooming
7. Social and medical columns

EXAMPLES: "Polly's Pointers," "Hints from Heloise," Dr. Lamb

INFORMATION SHEET

D. Entertainment section (Assignment Sheets #3 and #4)

  1. Movies and plays
  2. Television and radio guide
  3. Entertainment news and reviews

     EXAMPLES: Stories about movie stars and television programs, reviews of movies and plays

  4. Restaurant and dining club advertisements

E. Sports section

  1. News stories about sports
  2. Feature stories
  3. Scores and game statistics
  4. Calendar of coming events
  5. Sports columns

     EXAMPLE: Dick Young

F. Comics section

  1. Cartoons
  2. Horoscope
  3. Advice and humor columns

     EXAMPLES: "Dear Abby," Erma Bombeck

G. Classified ads section (Assignment Sheets #7-#9)

  1. Announcements
  2. Legal notices
  3. Home services
  4. Employment
  5. Rentals
  6. Real estate
  7. For sale items

     EXAMPLES: Household goods and miscellaneous items, cars, trucks, boats

INFORMATION SHEET

H. Other

(NOTE: These items can be found scattered throughout all sections of the newspaper.)

1. Commercial ads (Assignment Sheet #2)
2. Quips and quotes
3. Puzzles and games
4. Coupons
5. Fillers
6. Pictures

IV. Ways to use commercial advertisements for smart shopping (Assignment Sheets #2 and #3)

(NOTE: Often, newspaper advertising can help you to buy items less expensively than you ordinarily can. Such advertising can also help you save time. If an advertisement helps you find the item you want at the right price, you do not need to drive from store to store to locate the item.)

A. Compare prices

(NOTE: An everyday price at some stores may be less than an advertised price.)

B. Compare value

(NOTE: It is sometimes wise to pay more for better quality. An inexpensive item is no bargain if it falls apart or does not work because it was poorly made.)

C. Use coupons

D. Buy only items needed

V. Entertainment items listed in newspaper (Assignment Sheets #4 and #6)

A. Television and radio guides

B. Movie and play listings

C. Community events

EXAMPLES: Announcements of public meetings and events, club meetings, lectures, tours

D. Special events

EXAMPLES: Arts and crafts exhibits, parades, festivals, fairs, parks and recreation schedules

INFORMATION SHEET

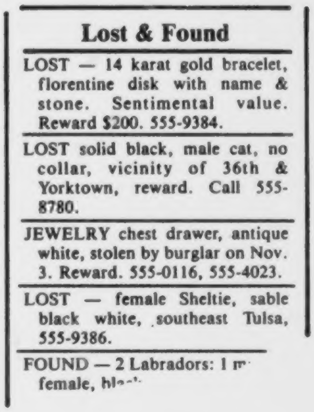
VI. Classified ad headings

(NOTE: Classified ads are commonly grouped in similar categories. This section lists headings for those categories. Headings may vary slightly from newspaper to newspaper. Most newspapers provide an index of classified ad headings. This index is usually located on the first classified ad page.)

A. Announcements

1. Lost and found
2. Thank-you notes

EXAMPLE:



Lost & Found

LOST — 14 karat gold bracelet, florentine disk with name & stone. Sentimental value. Reward $200. 555-9384.

LOST solid black, male cat, no collar, vicinity of 36th & Yorktown, reward. Call 555-8780.

JEWELRY chest drawer, antique white, stolen by burglar on Nov. 3. Reward. 555-0116, 555-4023.

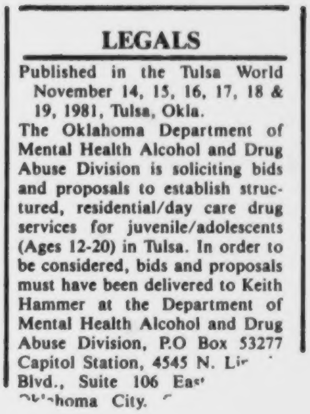
LOST — female Sheltie, sable black white, southeast Tulsa, 555-9386.

FOUND — 2 Labradors: 1 m
female, bl

B. Legal notices

1. Divorce notices
2. Child custody cases
3. Probation of wills

EXAMPLE:



LEGALS

Published in the Tulsa World November 14, 15, 16, 17, 18 & 19, 1981, Tulsa, Okla.
The Oklahoma Department of Mental Health Alcohol and Drug Abuse Division is soliciting bids and proposals to establish structured, residential/day care drug services for juvenile/adolescents (Ages 12-20) in Tulsa. In order to be considered, bids and proposals must have been delivered to Keith Hammer at the Department of Mental Health Alcohol and Drug Abuse Division, P.O Box 53277 Capitol Station, 4545 N. Li
Blvd., Suite 106 Eas
homa City.

INFORMATION SHEET

C. Home services

1. Carpentry
2. Painting
3. Air conditioning and other home services

EXAMPLES:

Plaster, Sheetrock

HANG, Tape, Texture & Acoustic Spraying, remodeling of all kinds & painting, 555-4100, 555-7070.

SPRAY texture, tape, hang, plaster repair. 10% off. Free estimates. Robert, 555-0782.

Plumbing, Heating

ADD a Bath, sewer changeout, licensed/bonded, Pete, 555-2142.

GARY RUSSELL'S plumbing, repair specialist, sewer & drains, reasonable rates, licensed, bonded & insured for your protection. 555-9574 or 555-7801.

Air Conditioning

CENTRAL air & heat, refrigerators, freezers. Service & repairs. Louis, 555-6862.

Bricklayers

HALLMARK MASONRY. Free estimates on fireplaces. 9 years in Tulsa, 555-2138 after 5 p.m.

Beauty Shops, Wigs

WIG & Hair Piece Service
Best in the Business.
Get ready for the Holidays.
RUTH'S
1527 S. Lewis 555-0135

Carpentry

REPAIRS & remodeling, all kinds, room additions, cabinet work & formica tops, 555-1448.

A-1 Carpentry. Serving North Tulsa — 40 years. 555-3355.

D. Employment (help wanted)

1. Help wanted (all types of work)
2. Situations (jobs) wanted

EXAMPLES:

49f — Help Wanted — Technical & Trades

CIVIL DRAFTSMAN
Experienced in utility layouts & paving & grading. All work done in ink requiring hand lettering.
555-7968

EXPERIENCED press operator, Chief 17, 1 & 2 color/kord, Heidelberg. 3 years experience required. 555-1565, Randy or John. EOE.

Fitter/Welder
Must have 3 years experience & own tools. Apply 212 E. Pine.

YOUNG man, trainee for machine shop work. 555-7698.

49b — Help Wanted — Domestic

NEEDED mature woman to babysit in my home. 7 to 5 Mon. thru Fri. 61st & Memorial area. Call 555-0180.

BABYSITTER for infants in my home; Mon. Fri. & part Wed. Own transportation, 555-2824.

MATURE older woman to care for toddler in my home. Must have references, own car. Call after 6 p.m., 555-1501.

BABYSITTER for 2 small children in my home, weekdays 8-5:30, must have own transportation. Call 555-9993 after 5:30.

NEED mature woman to care for my 2 boys, ages 3 & 1, Mon.-Fri., my home, own transportation, Pine & Lewis area. 555-6837 after 6.

BABYSITTER needed for 1 year old, nights, 25th & Harvard. 555-1052.

20-Jobs Wanted

GARDEN PLOWING, disking, mowing and grass sprigs for sale. Will do yards and pasture sprigging. Ray Nettles, 555-1321.

PROFESSIONAL PAINTER. Experienced, neat and dependable. By hour or contract. Call 555-1227.

PROFESSIONAL HOUSE Sitters. Stillwater references available. Fee negotiable. 555-5737 or 555-7238, ask for Steve.

17-Help Wanted

NEED FULL or part-time maintenance man for shopping center. Apply at Monticello Apartment office. 206 E. Redbud. July 22 between 10 a.m. - noon.

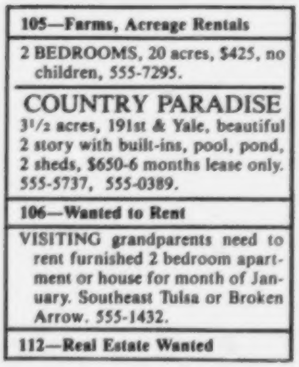
INFORMATION SHEET

E. Rentals

1. For rent

2. Wanted to rent

EXAMPLES:



105—Farms, Acreage Rentals

2 BEDROOMS, 20 acres, $425, no children, 555-7295.

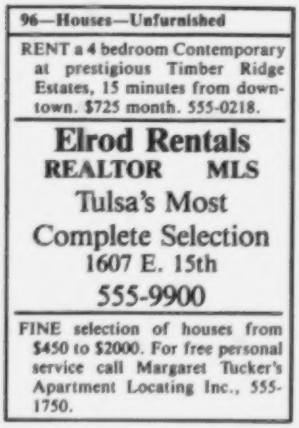
COUNTRY PARADISE

3 1/2 acres, 191st & Yale, beautiful 2 story with built-ins, pool, pond, 2 sheds, $650-6 months lease only. 555-5737, 555-0389.

106—Wanted to Rent

VISITING grandparents need to rent furnished 2 bedroom apartment or house for month of January. Southeast Tulsa or Broken Arrow. 555-1432.

112—Real Estate Wanted



96—Houses—Unfurnished

RENT a 4 bedroom Contemporary at prestigious Timber Ridge Estates, 15 minutes from downtown. $725 month. 555-0218.

Elrod Rentals
REALTOR MLS
Tulsa's Most
Complete Selection
1607 E. 15th
555-9900

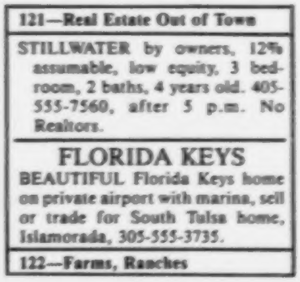
FINE selection of houses from $450 to $2000. For free personal service call Margaret Tucker's Apartment Locating Inc., 555-1750.

F. Real estate

1. Houses for sale

2. Acreages

EXAMPLES:



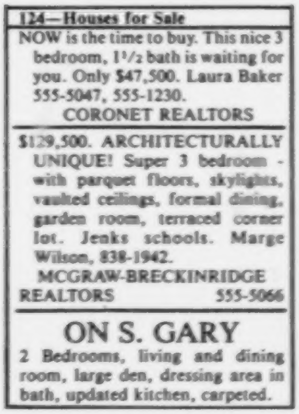
121—Real Estate Out of Town

STILLWATER by owners, 12% assumable, low equity, 3 bedroom, 2 baths, 4 years old. 405-555-7560, after 5 p.m. No Realtors.

FLORIDA KEYS

BEAUTIFUL Florida Keys home on private airport with marina, sell or trade for South Tulsa home, Islamorada, 305-555-3735.

122—Farms, Ranches



124—Houses for Sale

NOW is the time to buy. This nice 3 bedroom, 1 1/2 bath is waiting for you. Only $47,500. Laura Baker 555-5047, 555-1230.
CORONET REALTORS

$129,500. ARCHITECTURALLY UNIQUE! Super 3 bedroom - with parquet floors, skylights, vaulted ceilings, formal dining, garden room, terraced corner lot. Jenks schools. Marge Wilson, 838-1942.
MCGRAW-BRECKINRIDGE
REALTORS 555-5066

ON S. GARY

2 Bedrooms, living and dining room, large den, dressing area in bath, updated kitchen, carpeted.

INFORMATION SHEET

G. For sale

1. Household goods
2. Garage sales
3. Antiques
4. Miscellaneous

EXAMPLES:

77—Household Goods

2 YEAR Old Whirlpool Refrigerator, $300 or best offer. 555-4693.

BEAUTIFUL earth-tone sofa & matching love seat, never used, $195. Must sell. 555-8664.

ANTIQUES — Multiprism chandelier. Heavy dining table & chairs, china closet, china chest, odd end tables. Oil Paintings, 1514 S. Gillette, 555-1355.

KING SIZE waterbed, $1600 value complete, 10 year warranty, moving — must sell. Call day or night at 555-2742.

A NICE frost-free side by side refrigerator, also a Whirlpool bottom freezer, 555-9730.

80a—Sporting Equipment

ANTIQUE POOL TABLE
8 X 4 thick slate top, reconditioned, leather pockets, accessories included, $1,250. 555-4388.

DONG'S Sporting & Reloading
Nov. 19th & 20.
Open 10 a.m. to 8 p.m.
555-7989 4144 E. Admiral Pl.

88—Most Everything for Sale

YARD Sale — lots of masonry equipment, boat, household items, Thur., Fri., Sat. 4410 E. King St.

GARAGE Sale, Wed. & Thurs., 9 a.m. 1902 S. 141st E. Ave.

SALE — 6 dining chairs, bedroom, teacart, coats. 1241 S. Yale.

78—Antiques—Art—Collectibles

TOY & DOLL
SHOW & SALE
NOV. 21-22; 10-5.
TULSA FAIRGROUNDS
Toys, dolls, advertising, trains, banks, comic strip items, paper items, postcards, tin windup, and other related items.
405-555-5708

DOLLS — Antique & modern. Buy, sell, or trade. 555-5247.

FOR sale, Norman Rockwell signed and numbered framed print Buttercup. 555-1894.

WESTERN Electric wall phone with cowbell, $300, 555-1522.

79—Television Sets and Service

GUARANTEED COLOR TVs, $50 UP. 555-4605.

1981 MODEL Sears color television, extended warranty, 6 months old, $375, 555-3426.

79b—Musical Instruments

BIG DISCOUNTS: 16 Grands, 93 vertical pianos, 81 organs. Most every major brand on display. Ricketts, Music, Muskogee. Call Collect 918-555-1244.

H. Automotive

1. Cars, trucks, cycles, and trailers
2. Boats

EXAMPLES:

3a—Travel Trailers, Campers

FOR SALE 1976 Terry 25 ft. travel trailer, fully self-contained, tandem axles, battery pack, must sell this week, $4500 or best offer. 555-4914.

1981 30' Travel Trailer, air, fully self-contained, best offer. Vinita Village RV Park. Highway 60 East, Vinita, OK

LATE model 35' Franklin, 2 tipouts, air, patio door, deluxe model. 555-4914.

POP-UP Camper $200, good condition. 555–9119.

80—Boats, Motors, Accessories & Service

'78 RENEGADE, 115 horse Johnson motor — boat, motor and trailer like new. Must see to appreciate. 555-4100, 555-7070.

"NEED a custom trailer hitch?"
CALL HITCH WORLD
555-0116 555-3337

BEST SELECTION
Beatties Hitch Center
555-1002

UNSOLD Catalina 25 and 22, due on Monday. Winter special: 10% off on cash sales on most store stock items.
Tulsa Sail Craft
4411 S. Sheridan 555-2881

1e—Chrysler

'79 LEBARON 4 door, fully equipped. 555-1661.

'71 NEWPORT, $295. 2409 N. Vandalla, 555-9119.

'73 NEWPORT, 4 door, clean, equipped, $675, 555-0183.

1f—Dodge

'68 DART, 6 cylinder, dependable, $260, after 4, 555-0389.

'66 MONACO 4 door, runs good, $325. 555-7426.

'77 ASPEN
Slant 6, automatic, factory air, like new, 4625 E. 11th, 555-2489.

1976 DODGE Coronet station wagon. Power, air. Excellent condition. $1325. 1-555-5006.

NICE '76 Dart Swinger, 2 door hardtop, 6 cylinder, automatic, air, power, $1350. 555-6524.

1g—Ford

1979 LTD Brougham, tilt, cruise, silver with vinyl top, extra clean, 555-6207.

INFORMATION SHEET

VII. Abbreviations in classified ads

(NOTE: In some newspapers, classified ads contain many abbreviations. Many are standard abbreviations that you use every day. Listed here are a few of the less common ones.)

A. **Accnt.** or **Acct.**--Accountant

B. **Apt.**--Apartment

C. **b/w**--Black and white

D. **EOE**--Equal Opportunity Employer

E. **FHA**--Federal Housing Authority

F. **Furn.**--Furnished

G. **Govt.**--Government

H. **Grad.**--Graduate

I. **Ins.**--Insurance

J. **Mgr.**--Manager

K. **Misc.**--Miscellaneous

L. **per diem**--Per day

M. **Plbg.**--Plumbing

N. **Qtrs.**--Quarters

O. **Refs. req.**--References required

P. **Reg.**--Registered

Q. **Rep.**--Representative

R. **Res.**--Residential

S. **Steno.**--Stenographer

T. **Transp.**--Transportation

VIII. Steps used in placing classified ads in a newspaper

A. Decide what ad will say

B. Write ad out

(NOTE: Make the wording as precise as possible. The fewer words you use the less expensive the ad will be.)

INFORMATION SHEET

C. Go to newspaper office

(NOTE: Classified ads may also be telephoned to ad department. The newspaper will bill you for this service.)

D. Give ad department written ad, your name, and phone number

E. Pay for ad

(NOTE: Cost of ad will be determined by number of words in the ad and the number of days it will be printed in the newspaper.)

IX. Types of newspaper columns

A. Helpful hints (Assignment Sheet #5)

1. "Hints from Heloise"

EXAMPLES: Household chores, child care

2. "Ask Andy"

EXAMPLES: Building and remodeling, engine repair, household repairs

B. Advice

1. Ann Landers

2. "Dear Abby"

3. "Teen Forum"

4. "Action Line"

C. Medical

1. Dr. Lamb

2. "To Your Good Health"

D. Political

1. Jack Anderson

2. "The Washington Merry-go-Round"

3. Art Buchwald

E. Sports

1. Bill Conners

2. "Sports Roundup"

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #1--USE A NEWSPAPER INDEX

NAME__________________________________ SCORE________________

Finding information in the newspaper is easy if you know where a newspaper index is located and how to use it.

Use the newspaper index printed below to find the section and page number(s) needed. Write the correct section and page number(s) in each blank.

Complete Weather	A-4
TV, Entertainement	C-4-7
Action Line	A-5
Ann Landers	D-5
Business, Oil	C-8-11
Classified Ads	F-2-9
Comics, Puzzles	F-10-11
Editorials	A-8
Living	D-1-16
Horoscope	C-12
Sports	E-2-8

__________A. You are going on a picnic tomorrow and want to know what the weather will be like.

__________B. You want to know what time tonight's TV "special" begins.

__________C. Your faucet is leaking, and you need to locate a plumber.

__________D. You want to know whether or not your favorite team won last night's football game.

__________E. You want to find a furnished apartment to rent.

__________F. You would like to relax by working the daily crossword puzzle.

__________G. You want to see if the letter you wrote to the editor has been printed.

__________H. You would like to take a date to the movies and need to find out what is playing and when the feature begins.

__________I. You would like to find a recipe idea for an interesting supper dish.

__________J. You are curious to see what the stars predict for your girlfriend, an Aquarius.

USING A NEWSPAPER
UNIT IV

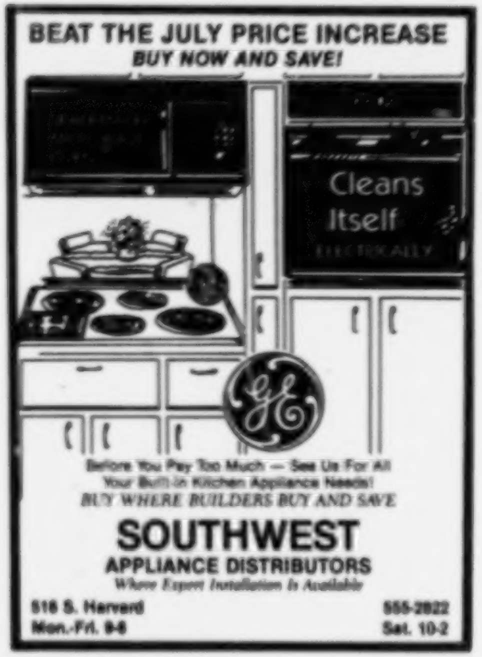
ASSIGNMENT SHEET #2--DISTINGUISH BETWEEN BARGAINS IN COMMERICAL ADVERTISEMENTS

NAME ______________________________ SCORE ______________

PART I

Compare the following pairs of commercial ads. Write an "X" under the ad that you think shows the better bargain. Be prepared to discuss your choices in class.

A.



BEAT THE JULY PRICE INCREASE
BUY NOW AND SAVE!

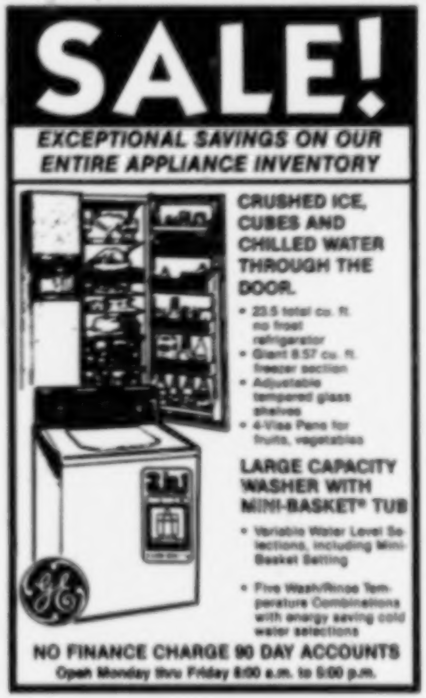
Before You Pay Too Much — See Us For All Your Built-In Kitchen Appliance Needs!
BUY WHERE BUILDERS BUY AND SAVE

SOUTHWEST
APPLIANCE DISTRIBUTORS
Where Expert Installation Is Available

516 S. Harvard
Mon.-Fri. 9-6

555-2822
Sat. 10-2

1. ______________



SALE!

EXCEPTIONAL SAVINGS ON OUR ENTIRE APPLIANCE INVENTORY

CRUSHED ICE, CUBES AND CHILLED WATER THROUGH THE DOOR.

- 23.5 total cu. ft. no frost refrigerator
- Giant 8.57 cu. ft. freezer section
- Adjustable tempered glass shelves
- 4-Vlas Pans for fruits, vegetables

LARGE CAPACITY WASHER WITH MINI-BASKET® TUB

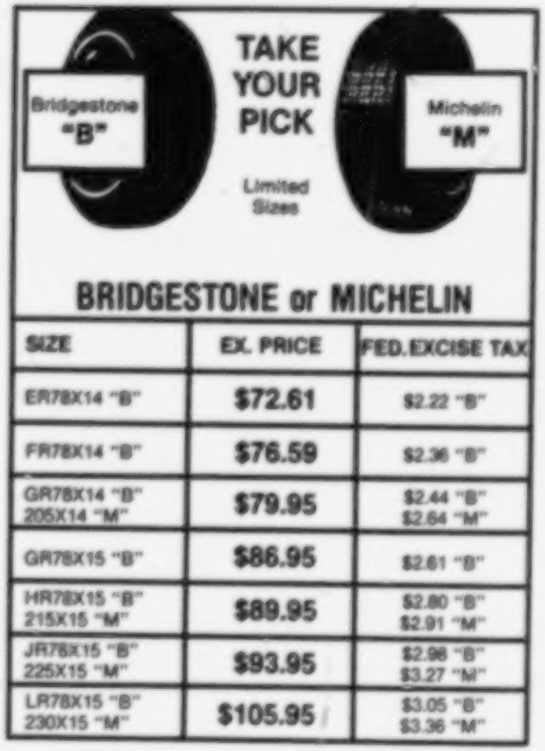
- Variable Water Level Selections, including Mini-Basket Setting
- Five Wash/Rinse Temperature Combinations with energy saving cold water selections

NO FINANCE CHARGE 90 DAY ACCOUNTS
Open Monday thru Friday 8:00 a.m. to 5:00 p.m.

2. ______________

ASSIGNMENT SHEET #2

B.



Bridgestone
"B"
Michelin
"M"

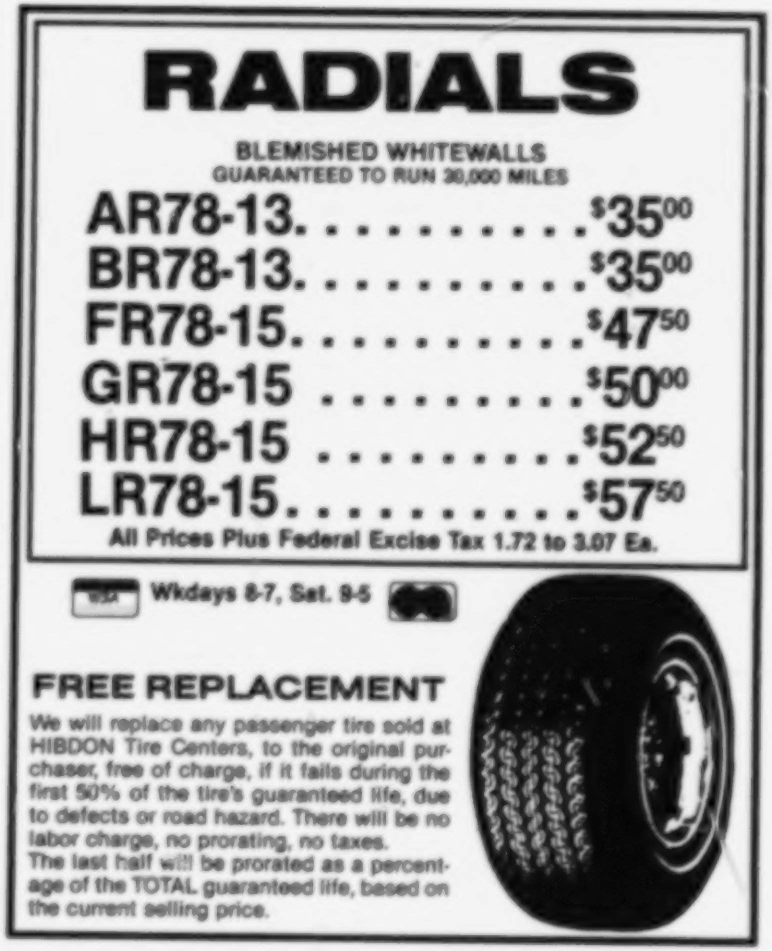
TAKE YOUR PICK

Limited Sizes

BRIDGESTONE or MICHELIN

SIZE	EX. PRICE	FED. EXCISE TAX
ER78X14 "B"	$72.61	$2.22 "B"
FR78X14 "B"	$76.59	$2.36 "B"
GR78X14 "B" 205X14 "M"	$79.95	$2.44 "B" $2.64 "M"
GR78X15 "B"	$86.95	$2.61 "B"
HR78X15 "B" 215X15 "M"	$89.95	$2.80 "B" $2.91 "M"
JR78X15 "B" 225X15 "M"	$93.95	$2.98 "B" $3.27 "M"
LR78X15 "B" 230X15 "M"	$105.95	$3.05 "B" $3.36 "M"

1. ______________________



RADIALS

BLEMISHED WHITEWALLS
GUARANTEED TO RUN 30,000 MILES

AR78-13	$\$35^{00}$
BR78-13	$\$35^{00}$
FR78-15	$\$47^{50}$
GR78-15	$\$50^{00}$
HR78-15	$\$52^{50}$
LR78-15	$\$57^{50}$

All Prices Plus Federal Excise Tax 1.72 to 3.07 Ea.

Wkdays 8-7, Sat. 9-5

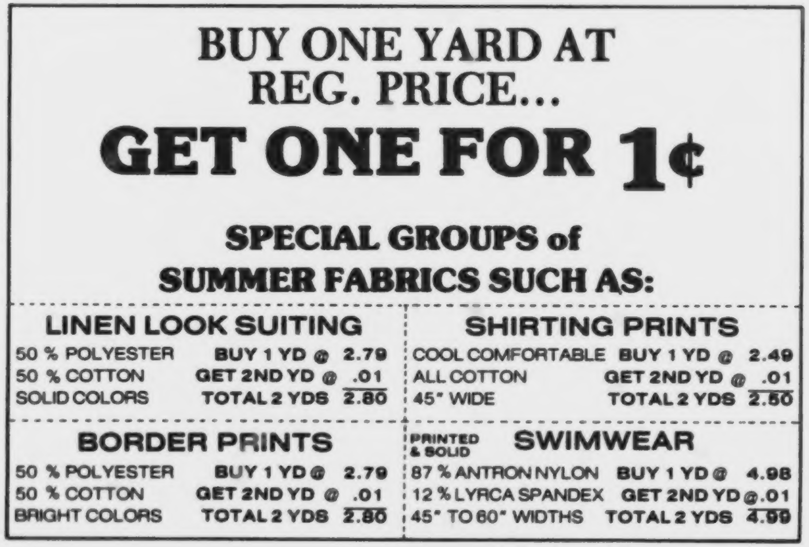
FREE REPLACEMENT

We will replace any passenger tire sold at HIBDON Tire Centers, to the original purchaser, free of charge, if it fails during the first 50% of the tire's guaranteed life, due to defects or road hazard. There will be no labor charge, no prorating, no taxes.
The last half will be prorated as a percentage of the TOTAL guaranteed life, based on the current selling price.

2. ______________________

ASSIGNMENT SHEET #2

C. Which of the two ads below is more likely to sell the product? Write an "X" under that ad.



BUY ONE YARD AT
REG. PRICE...
GET ONE FOR 1¢

**SPECIAL GROUPS of
SUMMER FABRICS SUCH AS:**

LINEN LOOK SUITING

50 % POLYESTER — BUY 1 YD @ 2.79
50 % COTTON — GET 2ND YD @ .01
SOLID COLORS — TOTAL 2 YDS 2.80

SHIRTING PRINTS

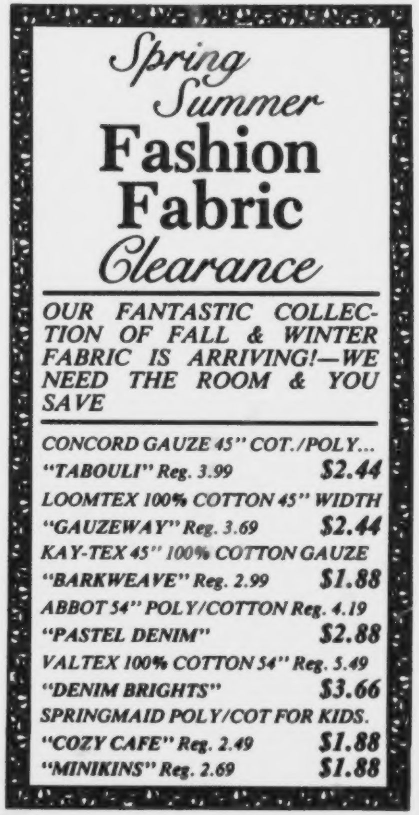
COOL COMFORTABLE — BUY 1 YD @ 2.49
ALL COTTON — GET 2ND YD @ .01
45" WIDE — TOTAL 2 YDS 2.50

BORDER PRINTS

50 % POLYESTER — BUY 1 YD @ 2.79
50 % COTTON — GET 2ND YD @ .01
BRIGHT COLORS — TOTAL 2 YDS 2.80

PRINTED & SOLID **SWIMWEAR**

87 % ANTRON NYLON — BUY 1 YD @ 4.98
12 % LYRCA SPANDEX — GET 2ND YD @ .01
45" TO 60" WIDTHS — TOTAL 2 YDS 4.99



Spring
Summer
**Fashion
Fabric**
Clearance

OUR FANTASTIC COLLECTION OF FALL & WINTER FABRIC IS ARRIVING!—WE NEED THE ROOM & YOU SAVE

CONCORD GAUZE 45" COT./POLY...
"TABOULI" Reg. 3.99 — ***$2.44***
LOOMTEX 100% COTTON 45" WIDTH
"GAUZEWAY" Reg. 3.69 — ***$2.44***
KAY-TEX 45" 100% COTTON GAUZE
"BARKWEAVE" Reg. 2.99 — ***$1.88***
ABBOT 54" POLY/COTTON Reg. 4.19
"PASTEL DENIM" — ***$2.88***
VALTEX 100% COTTON 54" Reg. 5.49
"DENIM BRIGHTS" — ***$3.66***
SPRINGMAID POLY/COT FOR KIDS.
"COZY CAFE" Reg. 2.49 — ***$1.88***
"MINIKINS" Reg. 2.69 — ***$1.88***

1. ______________________ 2. ______________________

(NOTE: The true value of an item cannot be determined by advertisement prices alone. The buyer needs to see the actual item and make a decision based on quality as well as price.)

ASSIGNMENT SHEET #2

PART II

Clip two commercial ads each for *two* of the following: appliances, tires, tools, furniture, or clothes. Tape the two ads below. Compare the two and decide which you think is the better buy. Write an "X" under the one that shows the better bargain.

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #3--USE NEWSPAPER SUPERMARKET ADS AS A GUIDE FOR MAKING A SHOPPING LIST

NAME ________________________ SCORE ____________

PART I

You will need a newspaper for this assignment sheet. Look through your paper and clip the coupons. Using the coupons and grocery ads, write a shopping list for groceries you think your family would need for one week. Write the name of the store(s) where you plan to purchase specific items. Try to find the best buys of the week.

Recopy your list and the names of the stores in the space provided below. Staple your coupons to the upper right corner of the assignment sheet.

ASSIGNMENT SHEET #3

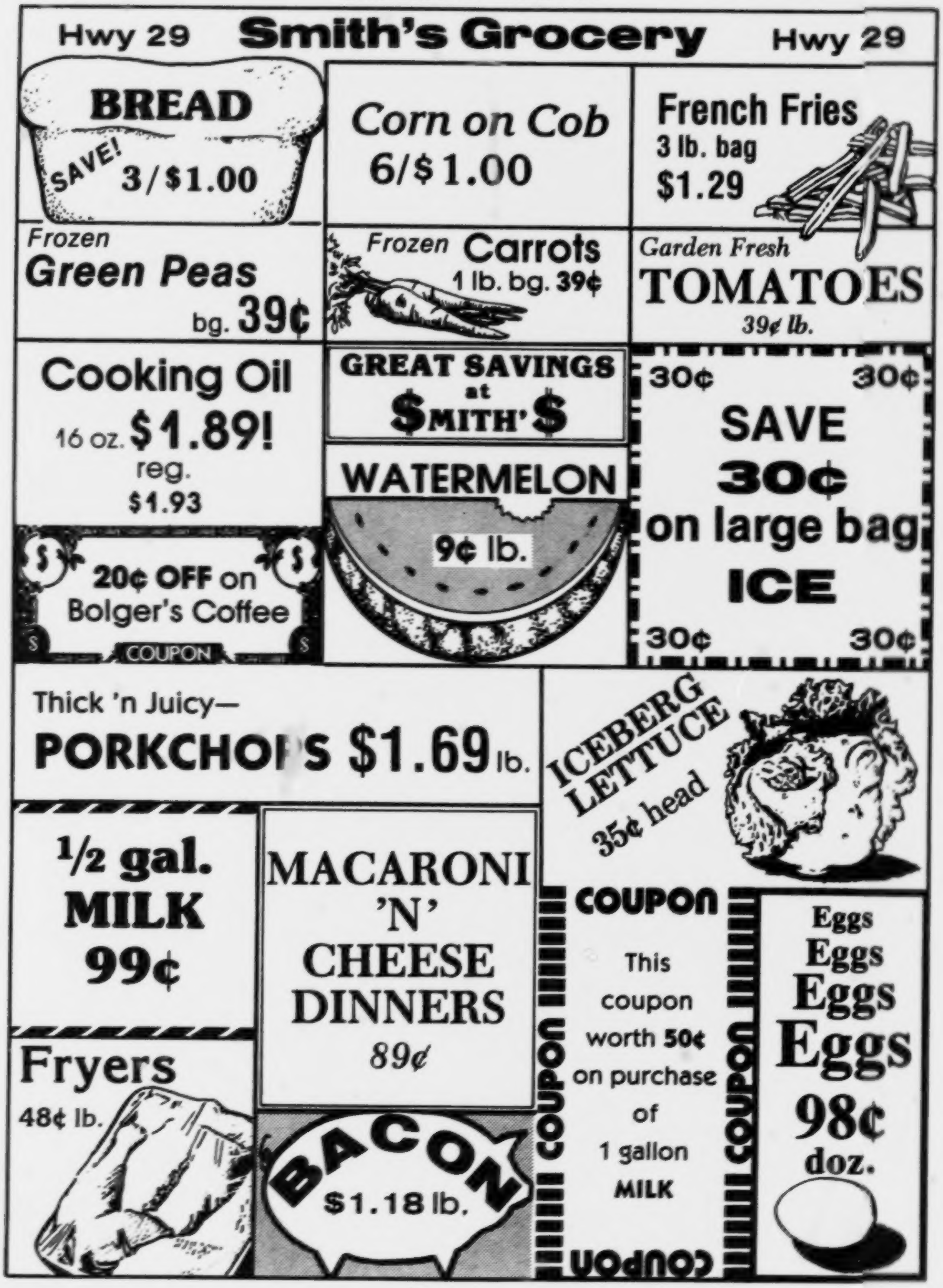
PART II

Use the two grocery store ads on the following pages. They are similar to grocery ads placed in newspapers.

A. List items that can be purchased less expensively at Smith's.

B. List items that can be purchased less expensively at Roy's.

ASSIGNMENT SHEET #3



Hwy 29 **Smith's Grocery** Hwy 29

BREAD
SAVE! 3/$1.00

Corn on Cob
6/$1.00

French Fries
3 lb. bag
$1.29

Frozen
Green Peas
bg. **39¢**

Frozen Carrots
1 lb. bg. **39¢**

Garden Fresh
TOMATOES
39¢ lb.

Cooking Oil
16 oz. **$1.89!**
reg.
$1.93

GREAT SAVINGS
at
$MITH'$

WATERMELON
9¢ lb.

30¢ 30¢
SAVE
30¢
on large bag
ICE
30¢ 30¢

20¢ OFF on
Bolger's Coffee
COUPON

Thick 'n Juicy—
PORKCHOPS $1.69 lb.

ICEBERG
LETTUCE
35¢ head

½ gal.
MILK
99¢

MACARONI
'N'
CHEESE
DINNERS
89¢

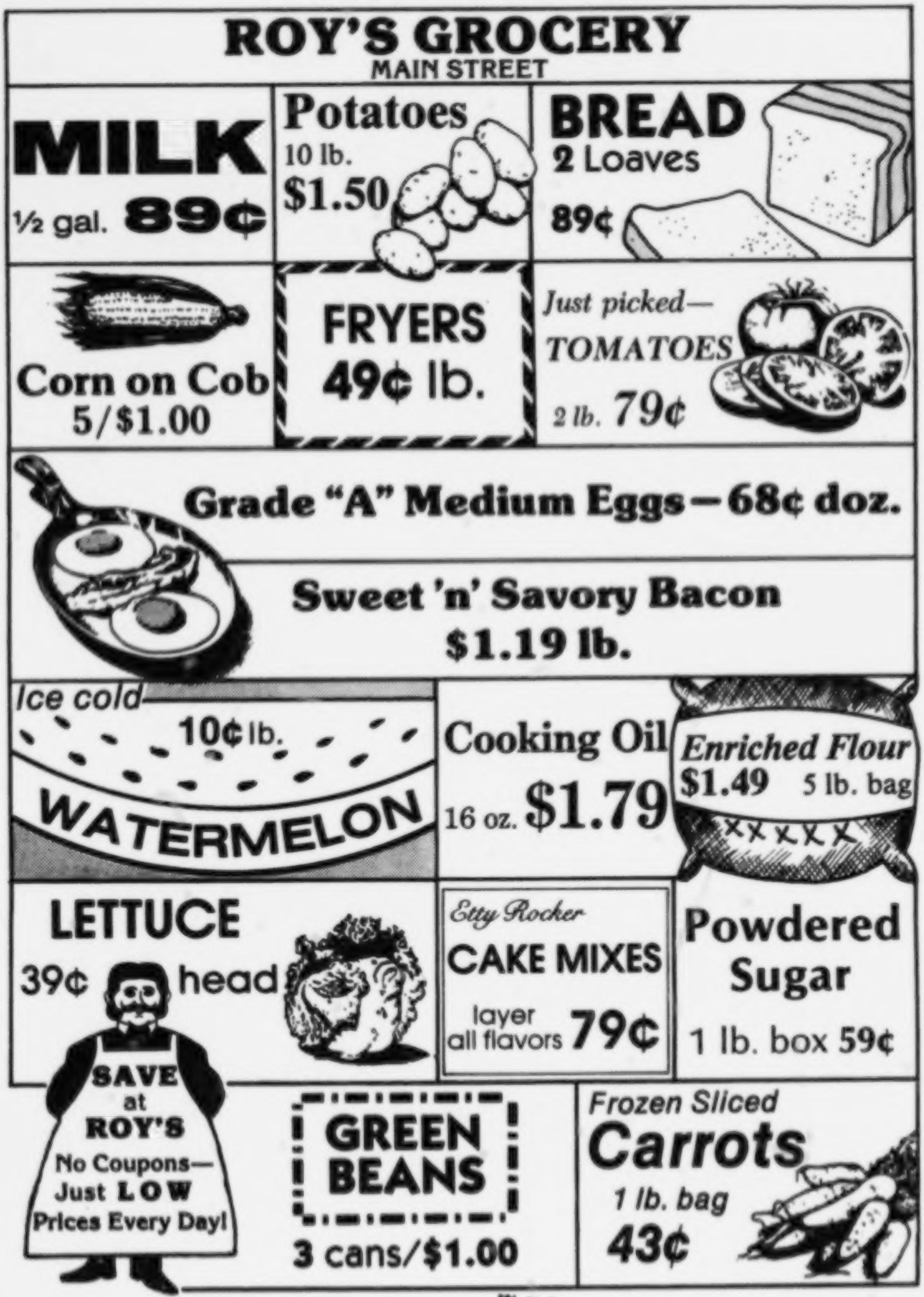
COUPON
This
coupon
worth **50¢**
on purchase
of
1 gallon
MILK
COUPON COUPON COUPON

Eggs
Eggs
Eggs
Eggs
98¢
doz.

Fryers
48¢ lb.

BACON
$1.18 lb.

ASSIGNMENT SHEET #3



ROY'S GROCERY

MAIN STREET

MILK
½ gal. **89¢**

Potatoes
10 lb.
$1.50

BREAD
2 Loaves
89¢

Corn on Cob
5/$1.00

FRYERS
49¢ lb.

Just picked—
TOMATOES
2 lb. 79¢

Grade "A" Medium Eggs—68¢ doz.

Sweet 'n' Savory Bacon
$1.19 lb.

Ice cold
10¢ lb.
WATERMELON

Cooking Oil
16 oz. **$1.79**

Enriched Flour
$1.49 5 lb. bag

LETTUCE
39¢ head

Etty Rocker
CAKE MIXES
layer
all flavors **79¢**

Powdered Sugar
1 lb. box **59¢**

SAVE
at
ROY'S
No Coupons—
Just LOW
Prices Every Day!

GREEN BEANS
3 cans/$1.00

Frozen Sliced
Carrots
1 lb. bag
43¢

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #4--SELECT TELEVISION PROGRAMS FROM A NEWSPAPER AND TELEVISION GUIDE

NAME ______________________ SCORE __________

For this assignment sheet you will need the weekly television guide from your local newspaper.

Your mother is sick and tired of cop shows night after night. She says that you cannot watch television unless you choose some educational shows to go along with the others. You may watch seven hours of television this week. Using the newspaper television guide, write a list of shows you are going to watch and the times they are on.

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #5--FIND HELPFUL HINTS IN THE NEWSPAPER

NAME ______________________________ SCORE ______________

You will need a newspaper for this assignment. Find *four* helpful hints in your newspaper. Try to find one each for household chores, child care, building or remodeling, and engine repair.

Clip out the hints and tape them below. Label each "Child care," "Household chore," and so forth.

A. ______________________ B. ______________________

C. ______________________ D. ______________________

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #6--USE A NEWSPAPER TO PLAN A WEEK OF ENTERTAINMENT

NAME ____________________ SCORE __________

For this assignment sheet you will need the calendar of community events, entertainment section, restaurant guide, or any part of the paper that shows happenings in your town or a nearby town.

Using the paper, plan a week of entertainment for an out-of-town guest.

MONDAY: ____________________

TUESDAY: ____________________

WEDNESDAY: ____________________

THURSDAY: ____________________

FRIDAY: ____________________

SATURDAY: ____________________

SUNDAY: ____________________

(NOTE: You may want to leave some free time.)

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #7--WRITE CLASSIFIED ADS

NAME ______________________________ SCORE ____________

In the following assignment sheet, you are to write classified ads that would be acceptable to a newspaper. Make your ad clear, but use as few words as possible. You will be charged by the word. Give phone number and street address where needed.

A. You are head of a construction business and want to hire students to clean newly built houses.

____

____

____

B. You want to babysit.

____

____

C. You are restoring a 1964 Mustang, and you want to buy used parts.

____

____

____

D. You are having a garage sale. Remember to list some of the items for sale.

____

____

____

E. You are selling a riding lawn mower and used lumber.

____

____

____

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #8–SELECT JOBS FROM CLASSIFIED ADS

NAME ______________________ SCORE ____________

For the following assignment sheet, look up help wanted ads in the classified ads section of a newspaper. Choose *three* jobs for which you feel you are qualified.

Clip the ads and tape them to your paper. Below each, write your qualifications for the job.

A.

____

____

____

____

B.

____

____

____

____

ASSIGNMENT SHEET #8

C.

USING THE NEWSPAPER
UNIT IV

ASSIGNMENT SHEET #9--LIST TIMES AND LOCATIONS OF GARAGE SALES FOUND IN A NEWSPAPER

NAME ______________________________ SCORE ______________

You will need a newspaper for this assignment. Find the garage sales in the classified ads section. Write the addresses of all those that mention tools for sale. If none mention tools, choose another item, such as antiques, or choose something you are interested in.

List five sale times and addresses.

A. ____
____
____

B. ____
____
____

C. ____
____
____

D. ____
____
____

E. ____
____
____

USING THE NEWSPAPER
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. A-4

B. C-4-7

C. F-2-9

D. E-2-8

E. F-2-9

F. F-10-11

G. A-8

H. C-4-7

I. D-1-16

J. C-12

Assignment Sheet #2

PART I

A. 2

B. 1

C. 1

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

PART I--Evaluated to the satisfaction of the instructor

PART II

A. Bread
   Corn on cob
   Fryers
   Tomatoes
   Watermelon
   Lettuce
   Bacon
   Carrots

B. Eggs
   Cooking oil
   Milk

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

ENG II - 155-H

USING THE NEWSPAPER
UNIT IV

TEST

NAME ____ SCORE ____________________

1. Match terms associated with the newspaper to their correct definitions. Write the correct numbers in the blanks.

_____a. Newspaper article written by the editor; gives opinion or attitude of the paper about a current issue

_____b. Death notices

_____c. Exact words of a person or piece of writing

_____d. Classified ad placed by a person who wants work

_____e. Advertisement containing pictures, prices, and so forth; may appear on any newspaper page

_____f. Advertisement arranged according to subject; appears in classified section of the newspaper

_____g. Clever or witty saying

_____h. Scheduled happenings of local interest

_____i. Words printed in heavy type at the top of a newspaper story; indicates nature of story

_____j. Abbreviation for *advertisement*

_____k. Short, space-filling item in a newspaper

_____l. Feature article appearing regularly under a fixed title

_____m. Human interest story that calls forth emotion

_____n. Prices of stocks, bonds, farm products, stock markets

1. Obituaries
2. Classified ad
3. Commercial ad
4. Community events
5. Headline
6. Quip
7. Quotation
8. Editorial
9. Situation wanted
10. Filler
11. Column
12. Ad
13. Feature story
14. Markets

TEST

2. Select from the following list facts about a newspaper index. Write an "X" in the blank before each correct answer.

______a. Always found at top of last page in newspaper

______b. Indexes newspaper sections as well as regular features

______c. Lists section letter and page number(s)

______d. Indexes newspaper headlines as well as regular features

______e. Always found at bottom of front page, not in back of newspaper as it is in books

3. Match news subjects to newspaper sections in which they would appear. Write the correct numbers in the blanks.

______a. Movies and plays, television and radio guide, entertainment news and reviews, restaurant and dining club advertisements

______b. Opinions written by editor, opinions written by nationally known people, letters to editor, political cartoons, political columns

______c. Cartoons, horoscope, advice and humor columns

______d. Commercial ads, quips and quotes, puzzles, games, coupons, fillers, pictures

______e. News stories about sports, feature stories, scores and game statistics, calendar of coming events, sports columns

______f. Feature stories, recipes, announcements of weddings and engagements, helpful hints for home and child care, community events, styles, fashions, grooming, social and medical columns

______g. Regular news stories, feature stories, obituaries, weather, markets, index

______h. Announcements, legal notices, home services, employment, rentals, real estate, for sale items

1. News section
2. Editorial section
3. Home and family section
4. Entertainment section
5. Sports section
6. Comics section
7. Classified ads section
8. Other

TEST

4. Select from the following list ways to use commercial advertisements for smart shopping. Write an "X" in the blank before each correct answer.

_____a. Ask salesperson

_____b. Buy cheapest article

_____c. Compare prices

_____d. Compare value

_____e. Use coupons

_____f. Buy only items needed

_____g. Buy anything on sale

5. Select from the following list entertainment items listed in a newspaper. Write an "X" in the blank before each correct answer.

_____a. Aunt Martha's birthday party

_____b. Television and radio guides

_____c. Movie and play listings

_____d. Family swimming party and clambake

_____e. Community events

_____f. Special events

6. Match classified ads to their correct headings. Write the correct numbers in the blanks.

_____a. For rent, wanted to rent

_____b. Divorce notices, child custody cases, probation of wills

_____c. Help wanted (all types of work), situations (jobs) wanted

_____d. Houses for sale, acreages

_____e. Household goods, garage sales, antiques, miscellaneous

_____f. Cars, trucks, cycles, trailers, boats

_____g. Lost and found, thank-you notes

_____h. Carpentry, painting, air conditioning, and other home services

1. Announcements
2. Legal notices
3. Home services
4. Employment (help wanted)
5. Rentals
6. Real estate
7. For sale
8. Automotive

TEST

7. *Match classified ad abbreviations to their correct meanings. Write the correct numbers in the blanks.*

______a. Miscellaneous

______b. Graduate

______c. Furnished

______d. Quarters

______e. Residential

______f. Transportation

______g. Per day

______h. Representative

______i. Apartment

______j. Accountant

______k. Plumbing

______l. Stenographer

______m. Insurance

______n. Government

______o. References required

______p. Federal Housing Authority

______q. Black and white

______r. Manager

______s. Registered

______t. Equal Opportunity Employer

1. **Qtrs.**
2. **EOE**
3. **Transp.**
4. **Accnt. or Acct.**
5. **Plbg.**
6. **b/w**
7. **Rep.**
8. **Res.**
9. **Steno.**
10. **Furn.**
11. **Govt.**
12. **Grad.**
13. **Ins.**
14. **Misc.**
15. **Reg.**
16. **Mgr.**
17. **Refs. req.**
18. **Per diem**
19. **Apt.**
20. **FHA**

8. Arrange in order steps used in placing classified ads in a newspaper. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Pay for ad

______b. Write ad out

______c. Give ad department written ad, your name, and phone number

______d. Decide what ad will say

______e. Go to newspaper office

TEST

9. Match newspaper columns to their correct types. Write the correct numbers in the blanks. Numbers may be used more than once.

_____a. Bill Conners
_____b. Dr. Lamb
_____c. "Hints from Heloise"
_____d. "The Washington Merry-go-Round"
_____e. "Ask Andy"
_____f. Jack Anderson
_____g. "Sports Roundup"
_____h. Art Buchwald
_____i. "Dear Abby"
_____j. "To Your Good Health"
_____k. "Teen Forum"
_____l. "Action Line"
_____m. Ann Landers

1. Helpful hints
2. Advice
3. Medical
4. Political
5. Sports

(NOTE: Test questions 10-18 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

10. Use a newspaper index.

11. Distinguish between bargains in commercial advertisements.

12. Use newspaper supermarket ads as a guide for making a shopping list.

13. Select television programs from a newspaper television guide.

14. Find helpful hints in the newspaper.

15. Use a newspaper to plan a week of entertainment.

16. Write classified ads.

17. Select jobs from classified ads.

18. List times and locations of garage sales found in a newspaper.

USING THE NEWSPAPER
UNIT IV

ANSWERS TO TEST

1.

a.	8	h.	4
b.	1	i.	5
c.	7	j.	12
d.	9	k.	10
e.	3	l.	11
f.	2	m.	13
g.	6	n.	14

2. b, c, e

3.

a.	4	e.	5
b.	2	f.	3
c.	6	g.	1
d.	8	h.	7

4. c, d, e, f

5. b, c, e, f

6.

a.	5	e.	7
b.	2	f.	8
c.	4	g.	1
d.	6	h.	3

ANSWERS TO TEST

7. a. 14
   b. 12
   c. 10
   d. 1
   e. 8
   f. 3
   g. 18
   h. 7
   i. 19
   j. 4
   k. 5
   l. 9
   m. 13
   n. 11
   o. 17
   p. 20
   q. 6
   r. 16
   s. 15
   t. 2

8. a. 5
   b. 2
   c. 4
   d. 1
   e. 3

9. a. 5
   b. 3
   c. 1
   d. 4
   e. 1
   f. 4
   g. 5
   h. 4
   i. 2
   j. 3
   k. 2
   l. 2
   m. 2

10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor
16. Evaluated to the satisfaction of the instructor
17. Evaluated to the satisfaction of the instructor
18. Evaluated to the satisfaction of the instructor

BANKING
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to write deposit tickets, write checks, keep a check register, and reconcile a bank statement. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select from a list functions of a bank.
3. Arrange in order steps to take when opening a checking account.
4. Select from a list advantages of a checking account.
5. Identify types of check endorsements.
6. State two ways to request stop payment on a check.
7. Select from a list points to remember when writing checks.
8. Arrange in order steps in writing a check.
9. Select from a list points to remember when writing deposit slips.
10. Arrange in order steps in writing a deposit slip.
11. Select from a list reasons for keeping a check register.
12. Enter checks, deposits, and service charges in a sample checkbook register.
13. State reasons for reconciling a bank statement.
14. Arrange in order steps in reconciling a bank statement.
15. Select from a list steps in opening a savings account.
16. Write deposit slips.
17. Write checks.
18. Keep check register.
19. Reconcile a bank statement.

BANKING
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order materials planned to supplement unit.

    1. Sargent, Patsy Hall, and Mary Faye Ward. *Security First Bank: A Banking Customer Simulation.* Cincinnati, Ohio: South-Western Publishing Company, 1980.

       (NOTE: This packet contains a checkbook and register, deposit slips, file envelopes, and a booklet that includes exercises in aligning decimals, simple addition and subtraction, writing amounts in numerals and words, and practice in writing deposit slips, writing checks, and reconciling a checkbook.)

    2. Soule, Jean Conder. *The Name of the Game Is Money.* The American Bankers Association, 1972.

       (NOTE: This booklet, designed for teenagers, contains a story in which a group of teens begin a musical group with the help of the bank. Within the context of the story, opening a checking account, writing checks and deposit slips, and applying for a loan are explained. The booklet also contains colorful transparencies, role-playing situations, crossword puzzle of banking terms, banking scrambled words, and other creative activities designed to familiarize the student with banking.)

  B. Make transparencies.

  C. Provide students with objective sheet.

  D. Discuss unit and specific objectives.

  E. Provide students with information and assignment sheets.

  F. Discuss information and assignment sheets.

  G. Show class actual checkbook, checkbook register, and old bank statement.

  H. Provide checkbooks, check registers, and deposit tickets for assignment sheets.

  I. Invite a banker to speak to the class about banking.

  J. Take class on a tour of a bank. While there, have students locate and fill out deposit slips.

  K. Role play a banking situation.

  L. Make paper money to use for role-play situation.

SUGGESTED ACTIVITIES

M. *Let students make a bulletin board related to banking.*

N. When using Transparencies #2 through #5 and #7 through #9, fill in amounts and other spaces with washable transparency ink.

O. Give test.

(NOTE: You may want to divide the test into two parts.)

P. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1--Signature Card
2. TM #2--Checking Account Deposit Slip
3. TM #3--Savings Account Deposit Slip
4. TM #4--Savings Withdrawal Slip
5. TM #5--Blank Personal Check
6. TM #6--Completed Personal Check
7. TM #7--Blank Check Register
8. TM #8--Bank Statement (Front)
9. TM #9--Bank Statement (Back)

E. Assignment sheets

1. Assignment Sheet #1--Complete a Banking Crossword Puzzle
2. Assignment Sheet #2--Write Deposit Slips
3. Assignment Sheet #3--Write Checks
4. Assignment Sheet #4--Keep Check Register
5. Assignment Sheet #5--Reconcile a Bank Statement

F. Answers to assignment sheets

G. Test

H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Blackwell, Dorothy G. *Family Business at the Bank.* Stillwater, Oklahoma: Oklahoma State University, n.d.

B. Nelson, Frank W. *Group Instruction for Cooperative Programs.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1978.

C. Serviss, Emalee, and Tom Worley. *Banking and Savings and Loan.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1980.

BANKING
UNIT V

INFORMATION SHEET

I. Terms and definitions (Assignment Sheet #1)

   A. Balance--Amount of money checking account holder has in bank

   B. Bank statement--Monthly report provided by the bank of deposits, checks, service charges, and balances

   C. Check--Form used to withdraw money from a checking account

   D. Checking account--Bank account against which depositor may write checks

   E. Cancelled check--Check that has been paid by the bank

   F. Check register--Part of checkbook in which record is kept of checks written, deposits made, service fees charged, and account balance

   G. Deposit--Money placed in a bank account

   H. Depositor--Person who places money in a bank account

   I. Endorse--To sign your name on the back of a check written to you

   J. Outstanding check--Those checks that have not reached and been recorded by the bank; they do not appear on bank statement

   K. Outstanding deposit--Those deposits that have not reached and been recorded by the bank; they do not appear on bank statement

   L. Overdraft--Check written when there is no money, or not enough money, in your checking account

      (NOTE: This is commonly called *bouncing* a check. If you fail to keep your check register accurately and bounce a check, you will be fined by the bank.)

   M. Payee--Person or business to receive payment; person or business to whom you write the check

      (NOTE: Payee's name is written on the line that reads *Pay to the order of . . . .*)

   N. Reconcile--To make checkbook register agree with bank statement balance

   O. Service charge--Fee a bank charges for its services

   P. Stop payment--Instructions to the bank from a customer requesting that the bank not pay a check

   Q. Void--Not legally binding; useless

   R. Withdrawal slip--Form similar to a check; used to withdraw money from a savings account (Transparency #4)

INFORMATION SHEET

II. Functions of a bank

- A. To receive deposits
- B. To provide checking and savings accounts
- C. To transfer money from one account to another
- D. To make loans to businesses and individuals
- E. To provide helpful services

    EXAMPLES: Special types of checks such as traveler's checks, cashier's checks, bank money orders; financial advice; travel service; safety deposit boxes; bonds

    (NOTE: A small fee is usually charged for these services.)

III. Steps to take when opening a checking account

- A. Fill out signature card, giving personal information (Transparency #1)

    EXAMPLES: Name, address, phone number

- B. Sign your name on signature card as it will be written on your checks

    (NOTE: Minor children's accounts require the signature of a parent or guardian.)

- C. Fill out a checking account deposit slip (Transparency #2)

    (NOTE: List all checks, currency [bills], and coin to be deposited. Be sure to endorse checks.)

- D. Give completed form to person opening your account
- E. Order checks printed with your name and address (Transparency #5)

    (NOTE: Printed checks cost extra, but businesses take them with fewer questions.)

- F. Get a few blank checks to use until your checks are printed

IV. Advantages of a checking account

- A. Is a convenient way to pay bills
- B. Provides record of money spent
- C. Protects money from loss or theft
- D. Is usually accepted as proof of payment by law

    (NOTE: Keep all cancelled checks for five years.)

INFORMATION SHEET

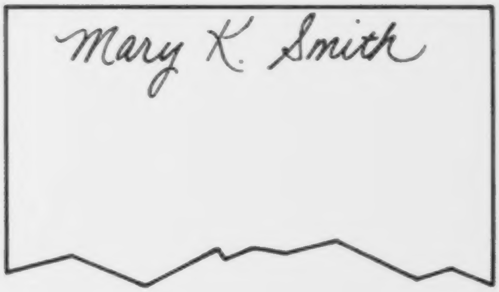
V. Types of check endorsements (Figures 1-3)

A. Blank endorsement--Payee signs name on back left-hand end of check

(NOTE: Anyone can cash a check endorsed in this manner.)

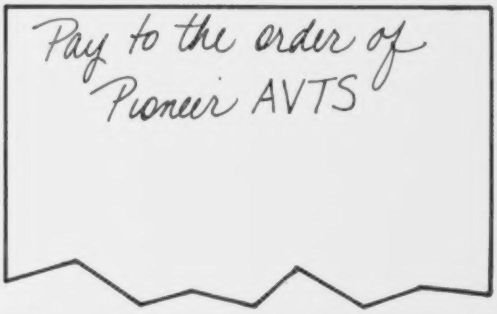
(CAUTION: Never endorse a check written to you until you are ready to cash it.)

FIGURE 1



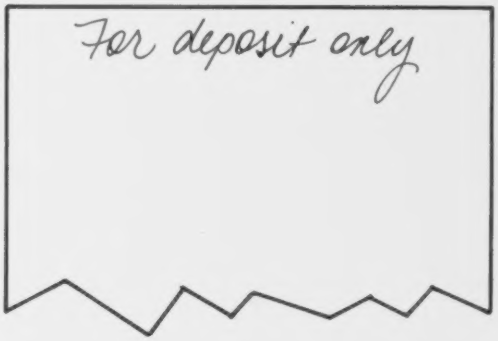
B. Special endorsement--Payee writes *Pay to the order of* on back left-hand end of check

FIGURE 2


Pay to the order of
Pioneer AVTS

C. Restricted endorsement--Gives special directions such as *For deposit only* on back left-hand end of check

FIGURE 3



INFORMATION SHEET

VI. Ways to request stop payment on checks

- A. In writing

  (NOTE: Written request for stop payment may be on a bank form or in a letter.)

- B. By phone

  (NOTE: Phone requests for stop payment are temporary measures. To be legal, phone requests must be followed up by a written request.)

VII. Points to remember when writing checks (Assignment Sheet #3)

- A. Write in ink
- B. Write clearly
- C. Fill in all blanks
- D. Use correct date
- E. Place decimal correctly
- F. Write amount close to dollar sign so that it cannot be changed
- G. Write amount in words as far to the left as possible in the space given; fill in unused portion with a wavy line
- H. Do not cross out or erase on the check

  (NOTE: If you make a mistake, tear up the check and write another.)

- I. Never sign a blank check

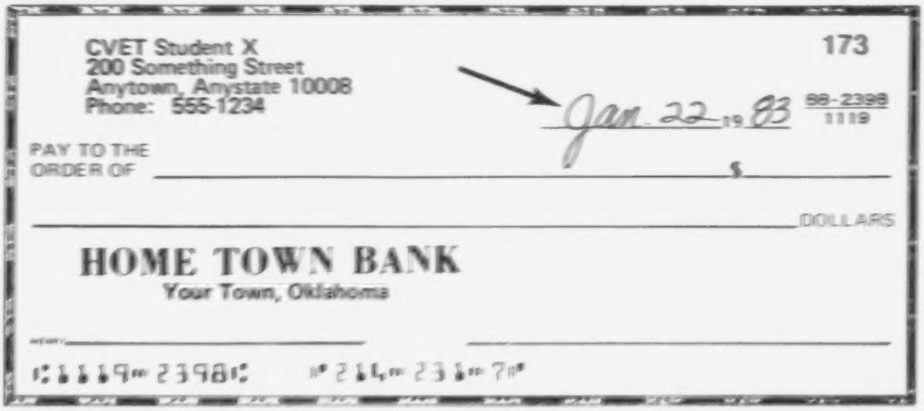
INFORMATION SHEET

VIII. Steps in writing a check (Figures 4-9; Transparency #6; Assignment Sheet #3)

(NOTE: If you are using unprinted checks while waiting for your personal checks to be printed, you must number your checks yourself in the upper right corner.)

A. Write correct date

FIGURE 4



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

173

Jan. 22 19 83

88-2398
1119

PAY TO THE ORDER OF ________ $ ________

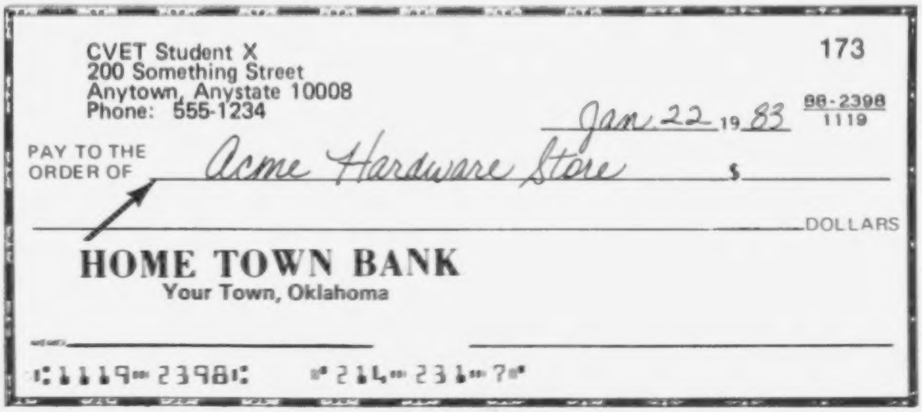
________ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

B. Write name of payee

FIGURE 5



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

173

Jan. 22 19 83

88-2398
1119

PAY TO THE ORDER OF Acme Hardware Store $ ________

________ DOLLARS

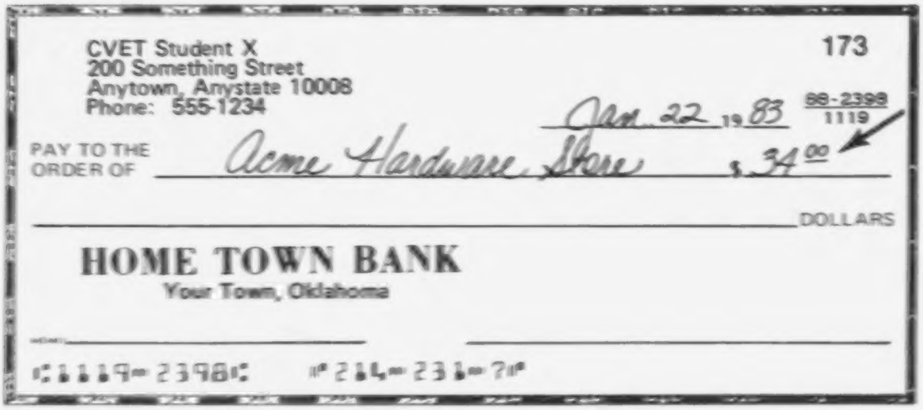
HOME TOWN BANK
Your Town, Oklahoma

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

INFORMATION SHEET

C. Write amount of check in numerals (numbers)

FIGURE 6



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

173

Jan. 22 19 83

88-2398
1119

PAY TO THE ORDER OF Acme Hardware Store $ 34⁰⁰

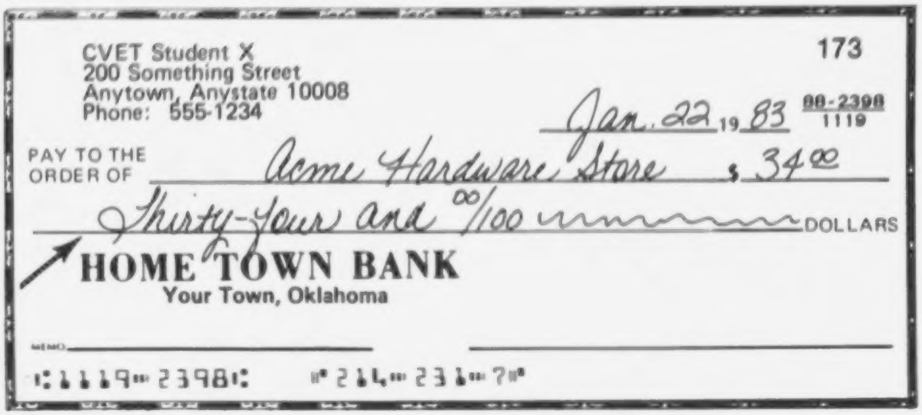
DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

D. Write amount of check in words

FIGURE 7



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

173

Jan. 22 19 83

88-2398
1119

PAY TO THE ORDER OF Acme Hardware Store $ 34⁰⁰

Thirty-four and 00/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

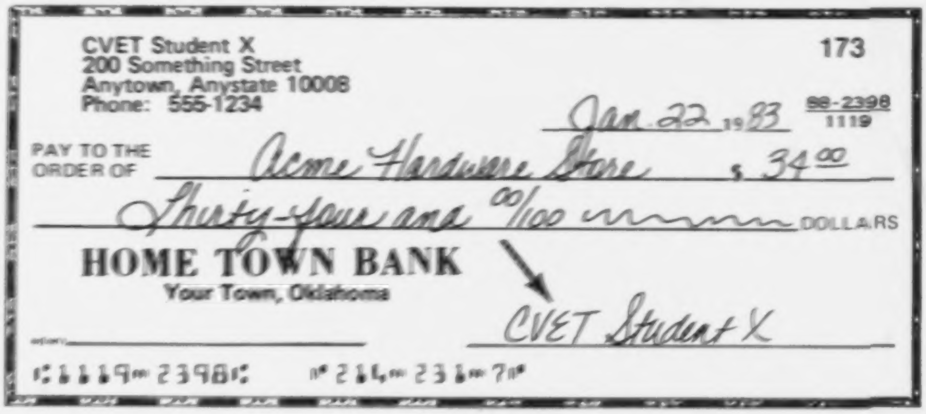
⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

INFORMATION SHEET

E. Write signature on check

(NOTE: Every person who has a bank account must sign a signature card [Transparency #1] at the bank. Every time you write a check, you must sign it exactly the way your name appears on the signature card at the bank.)

FIGURE 8



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

173

Jan. 22 19 83

88-2398
1119

PAY TO THE ORDER OF Acme Hardware Store $ 34 00

Thirty-four and 00/100 DOLLARS

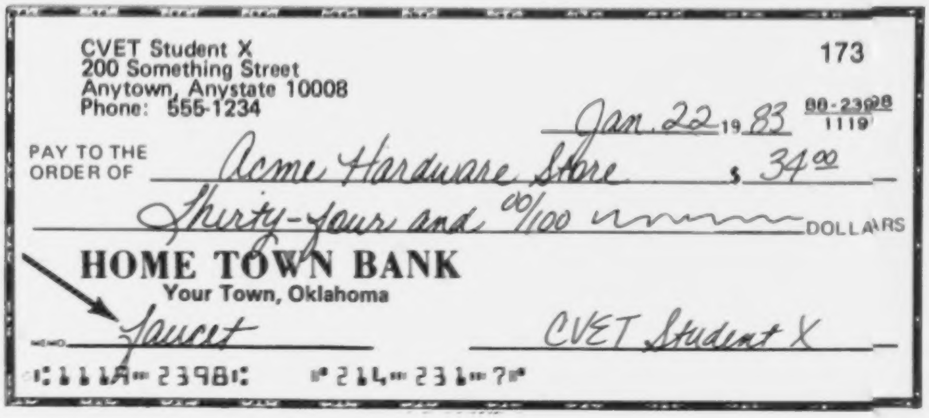
HOME TOWN BANK
Your Town, Oklahoma

CVET Student X

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

F. Write reason why check is written

FIGURE 9



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

173

Jan. 22 19 83

88-2398
1119

PAY TO THE ORDER OF Acme Hardware Store $ 34 00

Thirty-four and 00/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO Faucet

CVET Student X

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

INFORMATION SHEET

IX. Points to remember when writing deposit slips

- A. Write date on deposit slip
- B. Sign deposit slip to receive cash
- C. Get copy of deposit slip with bank stamp on it

  (NOTE: This is your proof that deposit was made. Do not forget to enter the deposit in your check register.)

- D. Write name and account number on deposit slip

  (NOTE: If you are using personalized checks, you will find in the back of your checkbook preprinted deposit slips with your name and account number, but you may use a plain deposit slip.)

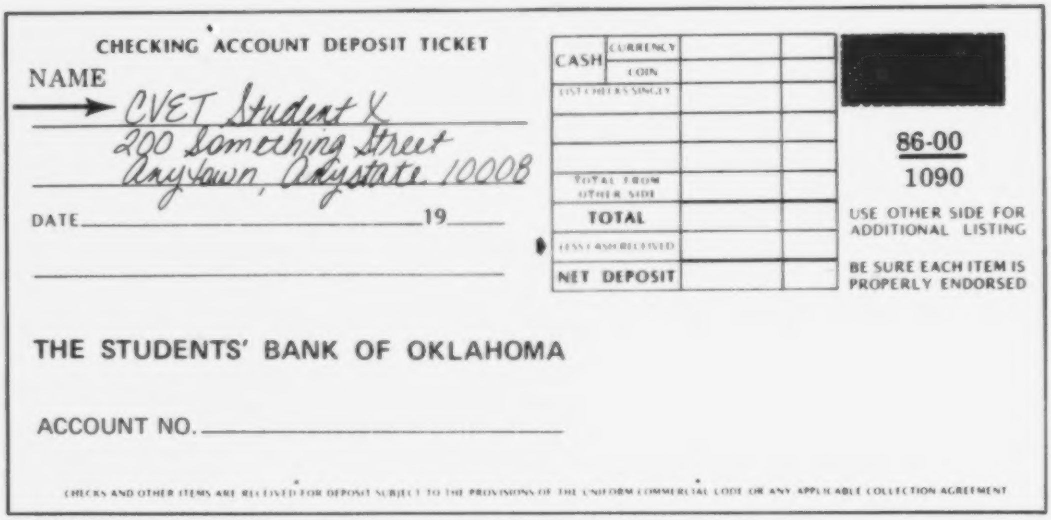
- E. Endorse all checks listed

X. Steps in writing a deposit slip (Figures 10-19; Transparencies #2 and #3; Assignment Sheet #2)

(NOTE: In the following examples, $50.00 in bills, $3.00 in coin, a check for $15.00, and a check for $100.00 will be deposited.)

- A. Write your name and address in ink

FIGURE 10



CHECKING ACCOUNT DEPOSIT TICKET

NAME
CVET Student X
200 Something Street
Anytown, Anystate 1000B

DATE ____________ 19____

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. ____________

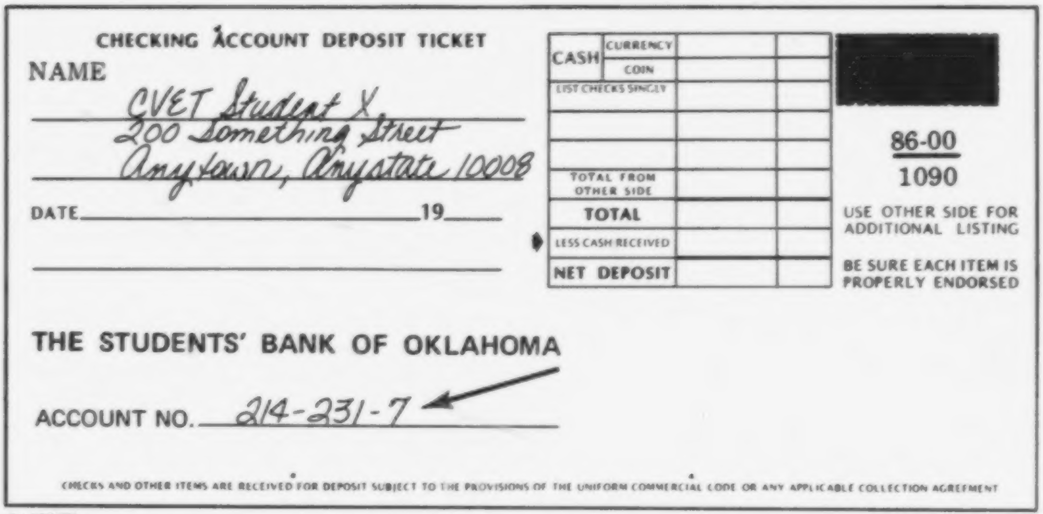
CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81 000323

INFORMATION SHEET

B. Write your account number

FIGURE 11



CHECKING ACCOUNT DEPOSIT TICKET

NAME
CVET Student X
200 Something Street
Anytown, Anystate 10008

DATE ______________ 19____

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

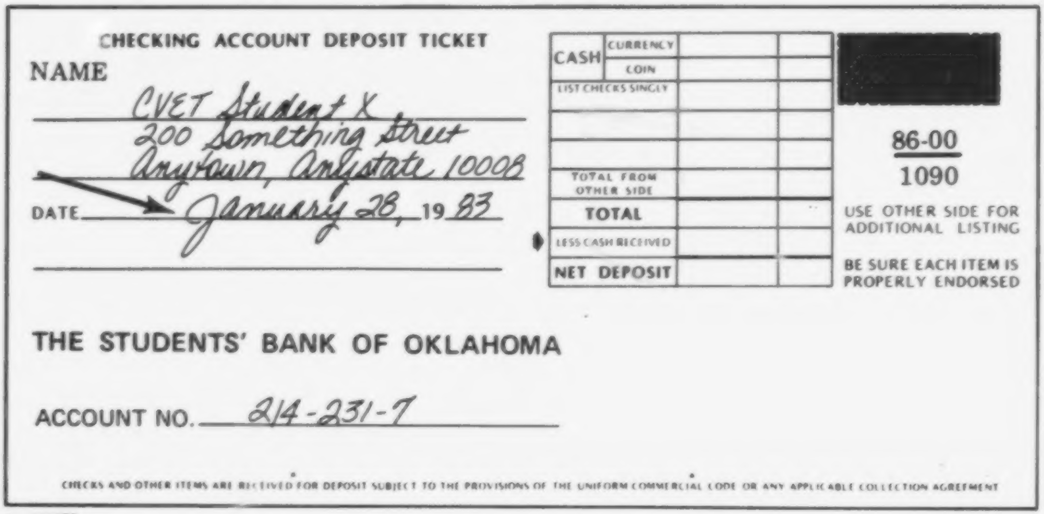
ACCOUNT NO. 214-231-7

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81-000323

C. Write the date

FIGURE 12



CHECKING ACCOUNT DEPOSIT TICKET

NAME
CVET Student X
200 Something Street
Anytown, Anystate 10008

DATE January 28, 19 83

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 214-231-7

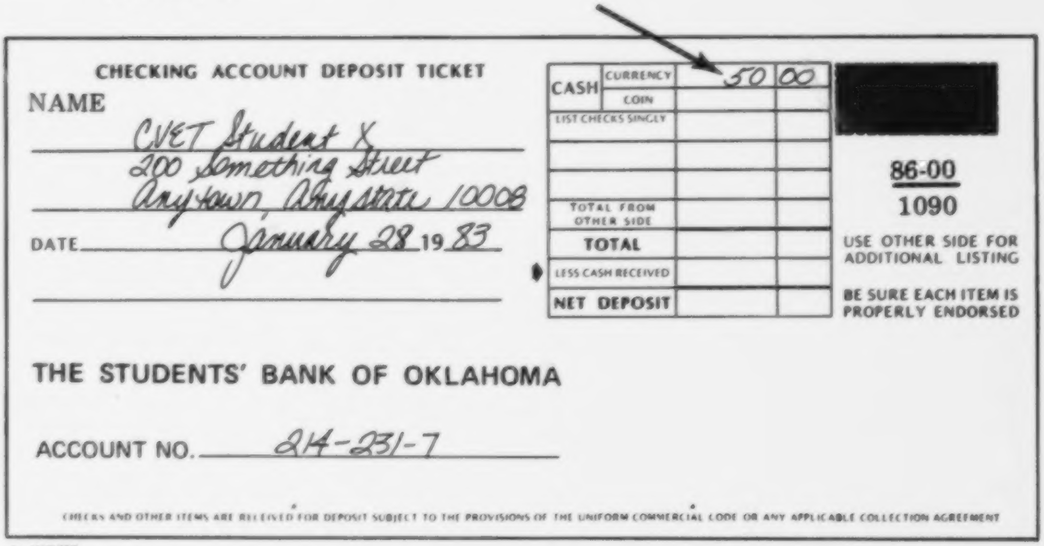
CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81-000323

INFORMATION SHEET

D. List total currency (bills)

FIGURE 13



CHECKING ACCOUNT DEPOSIT TICKET

NAME CVET Student X
200 Something Street
Anytown, Anystate 10008

DATE January 28 19 83

CASH	CURRENCY	50	00
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

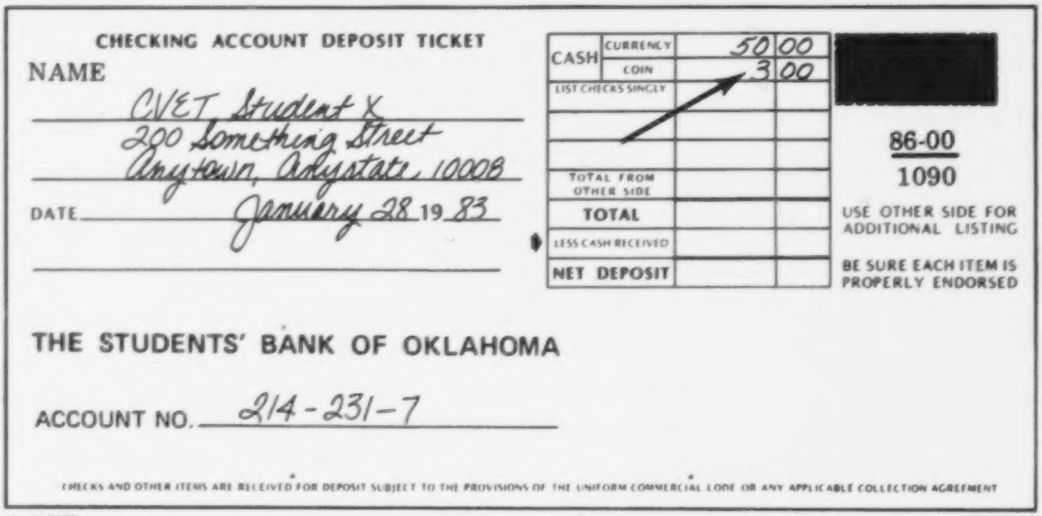
ACCOUNT NO. 214-231-7

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81-000323

E. List total coin

FIGURE 14



CHECKING ACCOUNT DEPOSIT TICKET

NAME CVET Student X
200 Something Street
Anytown, Anystate 10008

DATE January 28 19 83

CASH	CURRENCY	50	00
	COIN	3	00
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 214-231-7

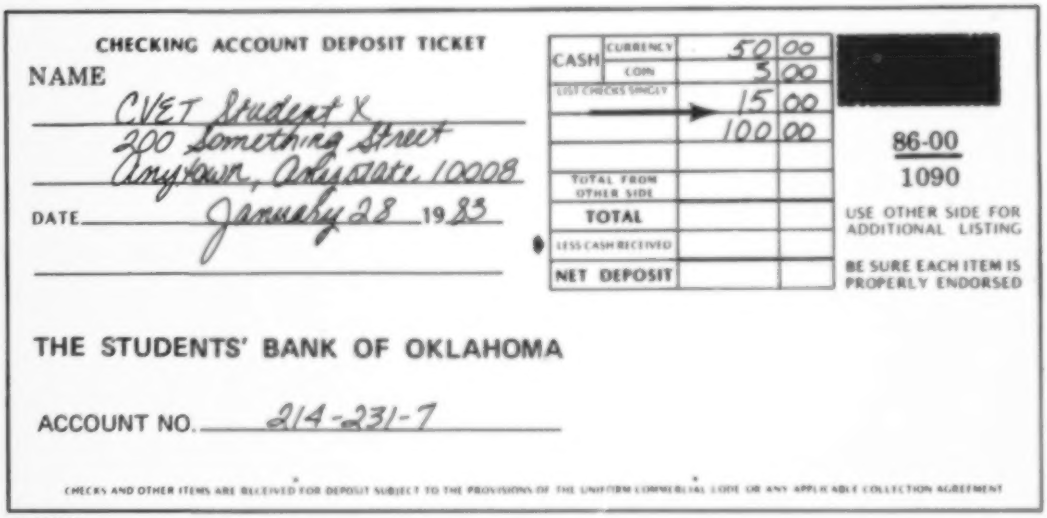
CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81-000323

INFORMATION SHEET

F. Endorse each check and list separately

FIGURE 15



CHECKING ACCOUNT DEPOSIT TICKET

NAME
CVET Student X
200 Something Street
Anytown, Anystate, 10008

DATE January 28 19 83

CASH	CURRENCY	50	00
	COIN	5	00
LIST CHECKS SINGLY		15	00
		100	00
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

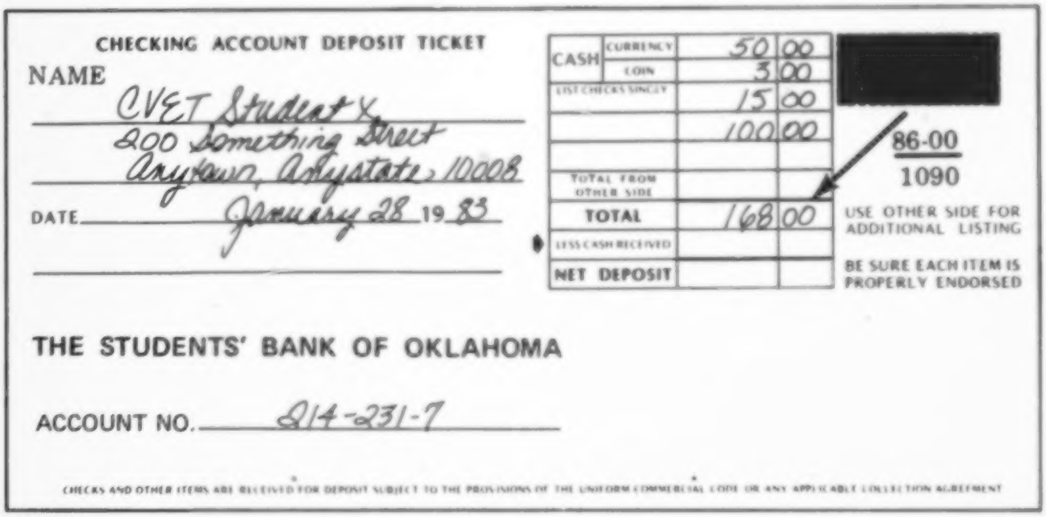
ACCOUNT NO. 214-231-7

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81-000323

G. Add amounts of checks, currency, and coin; enter figure as TOTAL

FIGURE 16



CHECKING ACCOUNT DEPOSIT TICKET

NAME
CVET Student X
200 Something Street
Anytown, Anystate, 10008

DATE January 28 19 83

CASH	CURRENCY	50	00
	COIN	3	00
LIST CHECKS SINGLY		15	00
		100	00
TOTAL FROM OTHER SIDE			
TOTAL		168	00
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 214-231-7

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

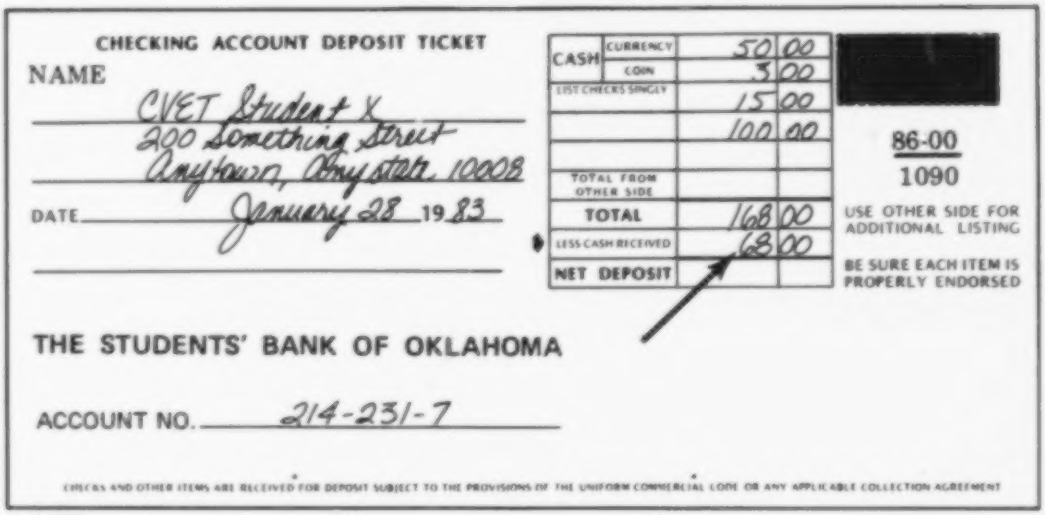
81-000323

INFORMATION SHEET

H. Write amount of cash desired in space after LESS CASH RECEIVED

(NOTE: This and the next two steps are necessary only if you are depositing a check or checks and wish to deposit part of the value and receive part of the value in cash. If depositing in a savings account, you must write in "Less cash" and the amount desired.)

FIGURE 17



CHECKING ACCOUNT DEPOSIT TICKET

NAME CVET Student X
200 Something Street
Anytown, Anystate 10008

DATE January 28 19 83

CASH	CURRENCY	50	00
	COIN	3	00
LIST CHECKS SINGLY		15	00
		100	00
TOTAL FROM OTHER SIDE			
TOTAL		168	00
LESS CASH RECEIVED		68	00
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

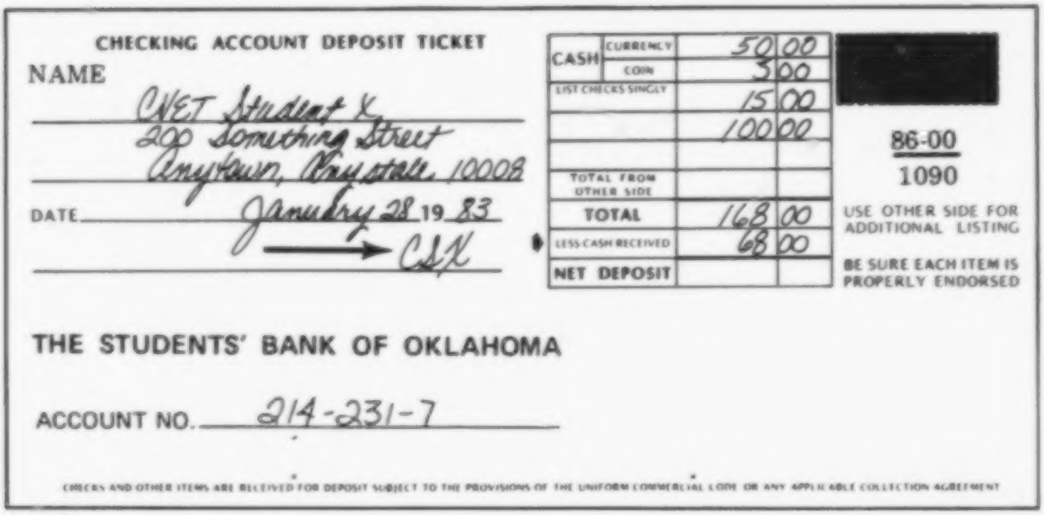
ACCOUNT NO. 214-231-7

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81 000323

I. Sign name or initials in the space opposite LESS CASH RECEIVED

FIGURE 18



CHECKING ACCOUNT DEPOSIT TICKET

NAME CVET Student X
200 Something Street
Anytown, Anystate 10008

DATE January 28 19 83

CSX

CASH	CURRENCY	50	00
	COIN	3	00
LIST CHECKS SINGLY		15	00
		100	00
TOTAL FROM OTHER SIDE			
TOTAL		168	00
LESS CASH RECEIVED		68	00
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 214-231-7

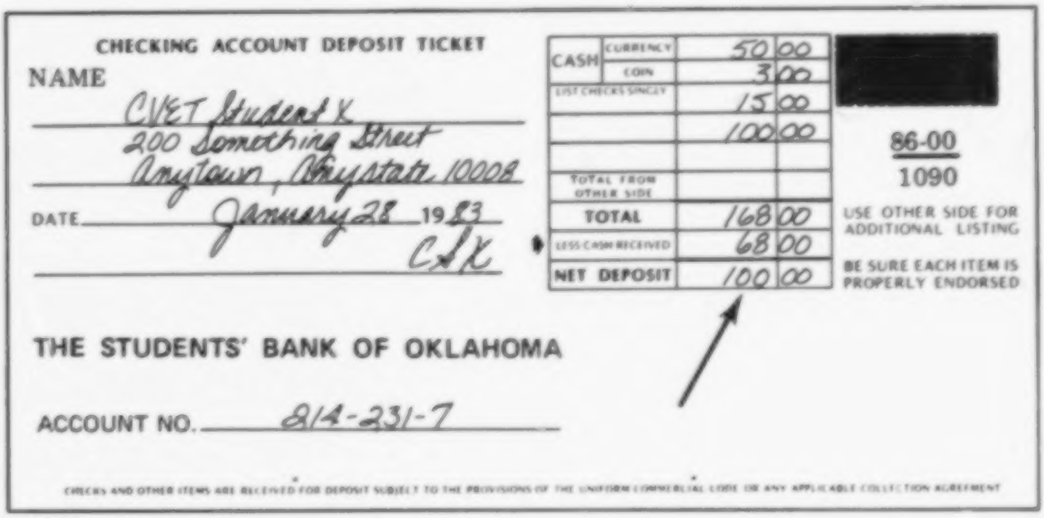
CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81 000323

INFORMATION SHEET

J. Subtract amount of cash desired from **TOTAL**, and enter as **NET DEPOSIT** or **TOTAL DEPOSIT**

FIGURE 19



CHECKING ACCOUNT DEPOSIT TICKET

NAME
CVET Student X
200 Something Street
Anytown, Anystate 10008

DATE January 28 19 83
CSX

CASH	CURRENCY	50	00
	COIN	3	00
LIST CHECKS SINGLY		15	00
		100	00
TOTAL FROM OTHER SIDE			
TOTAL		168	00
LESS CASH RECEIVED		68	00
NET DEPOSIT		100	00

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 814-231-7

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81 000323

XI. Reasons for keeping a check register (Transparency #7; Assignment Sheet #4)

A. Shows balance at all times

B. Helps avoid overdrafts

C. Keeps record of checks written

D. Keeps record of deposits made

E. Shows dates of checks and deposits

F. Gives record to compare with bank statement

INFORMATION SHEET

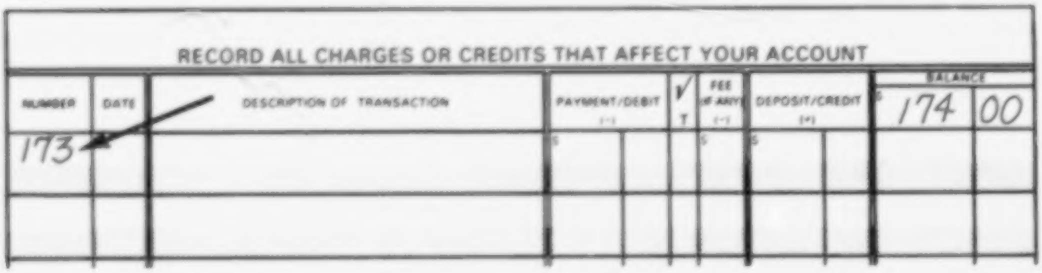
XII. Entering checks, deposits, and service charges in a checkbook register (Assignment Sheet #4)

(NOTE: A checkbook register is a small booklet used to keep a record of deposits made and checks written, so that you can tell at a glance the amount of money in the bank. (See Transparency #7.)

A. Entering checks written (Figures 20-24)

1. Write check number

FIGURE 20

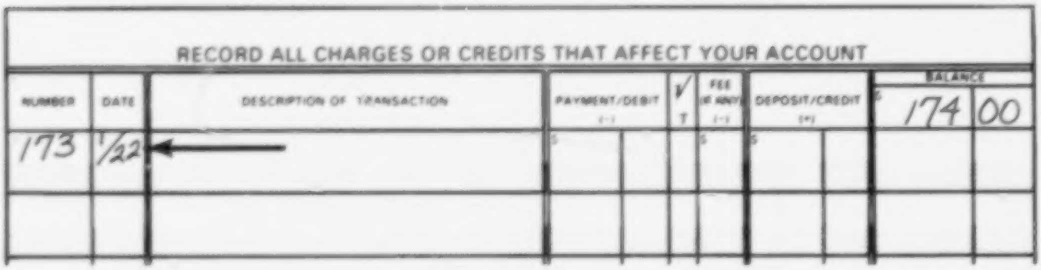


RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)		✓ T	FEE (IF ANY) (-)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 174	00
173			$			$	$			

2. Write date

FIGURE 21

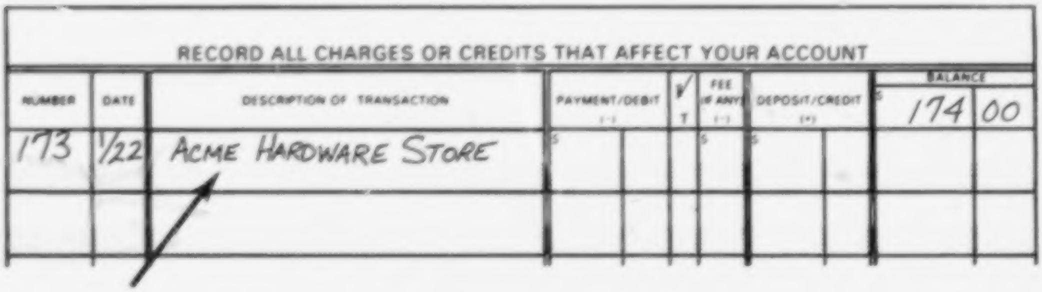


RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)		✓ T	FEE (IF ANY) (-)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 174	00
173	1/22		$			$	$			

3. Write name of person or business to whom check will be written

FIGURE 22



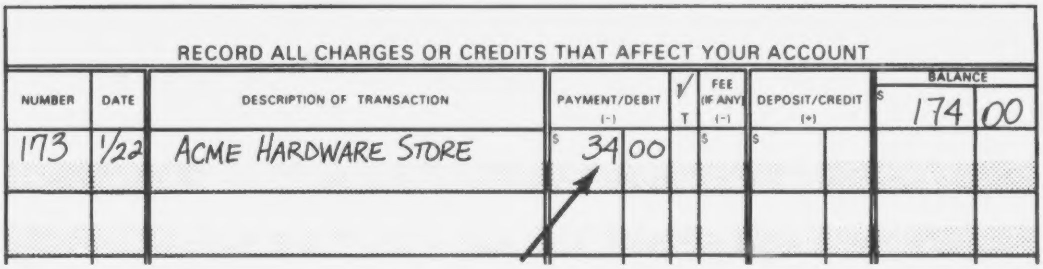
RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)		✓ T	FEE (IF ANY) (-)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 174	00
173	1/22	ACME HARDWARE STORE	$			$	$			

INFORMATION SHEET

4. Write amount of check in correct column

FIGURE 23



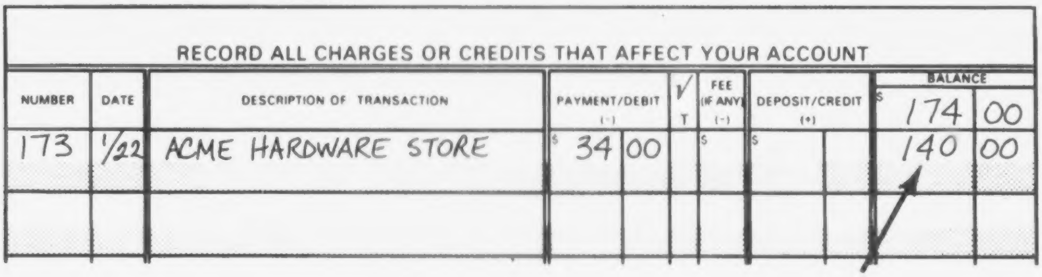
RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	

5. Subtract check from balance on scratch paper or use calculator

6. Write in balance

FIGURE 24



RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

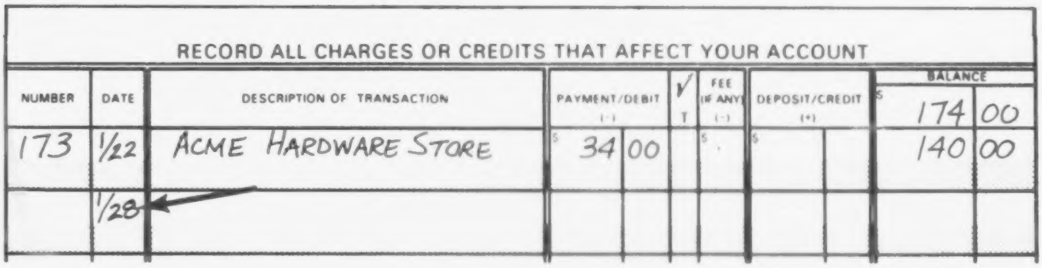
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00

7. Repeat each of the steps given each time a check is written

B. Entering deposits (Figures 25-28)

1. Write date

FIGURE 25



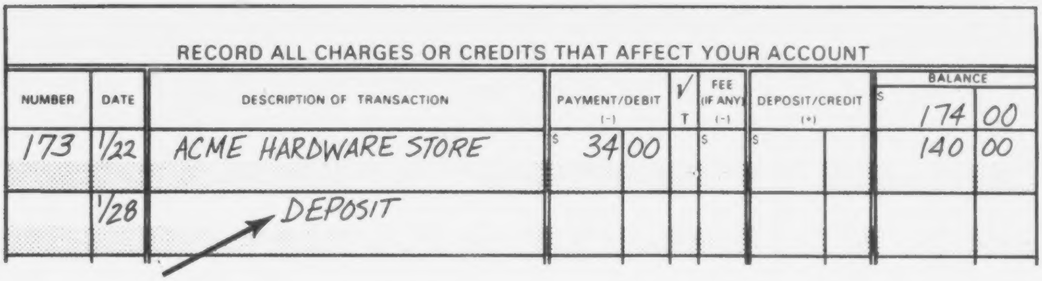
RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28						

INFORMATION SHEET

2. Write the word "Deposit" on line

FIGURE 26

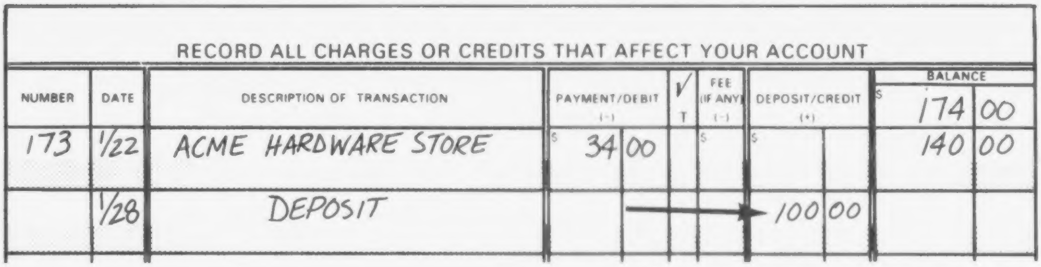


RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28	DEPOSIT					

3. Write amount of deposit in proper column

FIGURE 27



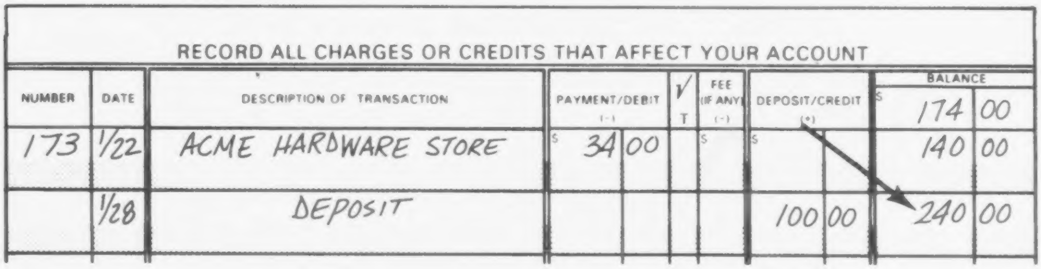
RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28	DEPOSIT				100 00	

4. Add balance on scratch paper or use calculator

5. Write in balance

FIGURE 28



RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28	DEPOSIT				100 00	240 00

6. Repeat each of the steps given each time a deposit is made

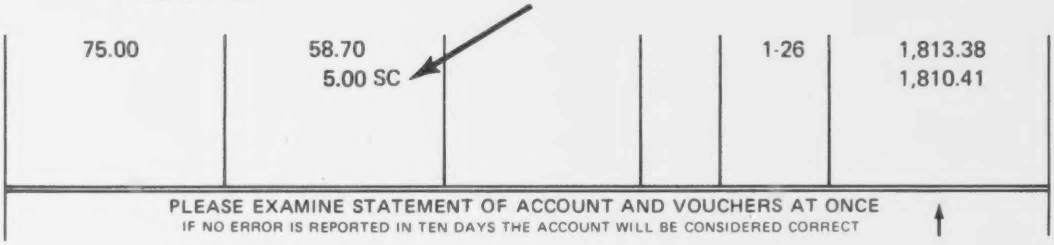
INFORMATION SHEET

C. Entering service charges (Figures 29-32)

1. Locate the abbreviation *SC* on statement

(NOTE: *SC* is an abbreviation for your monthly service charge.)

FIGURE 29

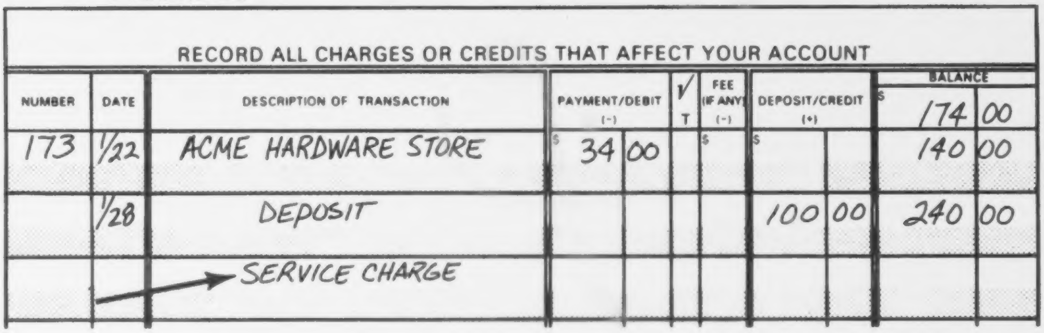


75.00	58.70 5.00 SC			1-26	1,813.38 1,810.41

PLEASE EXAMINE STATEMENT OF ACCOUNT AND VOUCHERS AT ONCE
IF NO ERROR IS REPORTED IN TEN DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT

2. Write "Service Charge" on line in check register

FIGURE 30

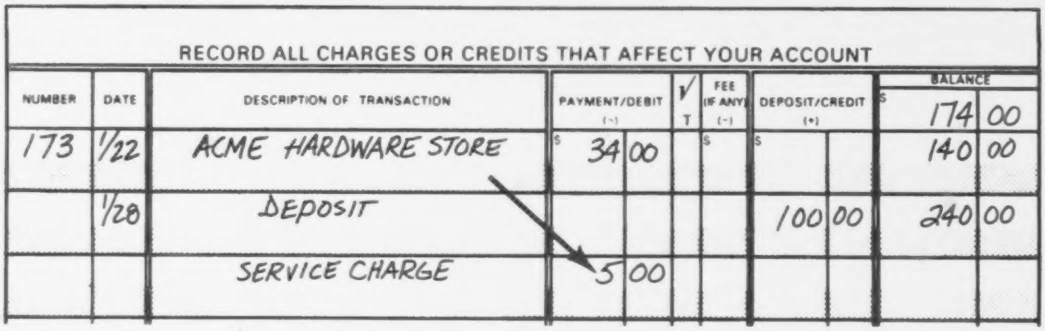


RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28	DEPOSIT				100 00	240 00
		SERVICE CHARGE					

3. Write amount of service charge in check column

FIGURE 31



RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28	DEPOSIT				100 00	240 00
		SERVICE CHARGE	5 00				

INFORMATION SHEET

4. On scratch paper or with a calculator, subtract service charge from balance
5. Write in new balance

FIGURE 32

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28	DEPOSIT				100 00	240 00
		SERVICE CHARGE	5 00				235 00

XIII. Reasons for reconciling a bank statement (Transparencies #8 and #9; Assignment Sheet #5)

(NOTE: It is important that you reconcile your bank statement every month. If you have a problem balancing your account, people at the bank can help you.)

A. A check you have written may not have arrived yet at the bank

B. A deposit may have been made after your statement was mailed

C. You may have made an error in arithmetic in your checkbook register

XIV. Steps in reconciling a bank statement (Figures 33-40; Assignment Sheet #5)

(NOTE: Compare the bank statement and your checkbook register. When your checkbook total and the bank statement total agree [after subtractions and additions have been made], you have reconciled your checkbook with your bank statement.)

A. Subtract service charge from checkbook register

FIGURE 33

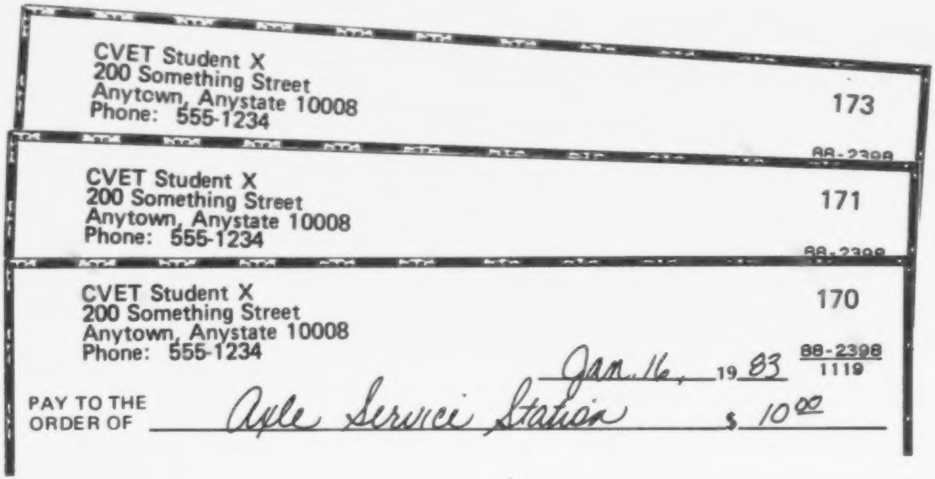
RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE
							$ 174 00
173	1/22	ACME HARDWARE STORE	$ 34 00		$	$	140 00
	1/28	DEPOSIT				100 00	240 00
		SERVICE CHARGE	5 00				235 00

INFORMATION SHEET

B. *Arrange cancelled checks numerically*

FIGURE 34



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234
173

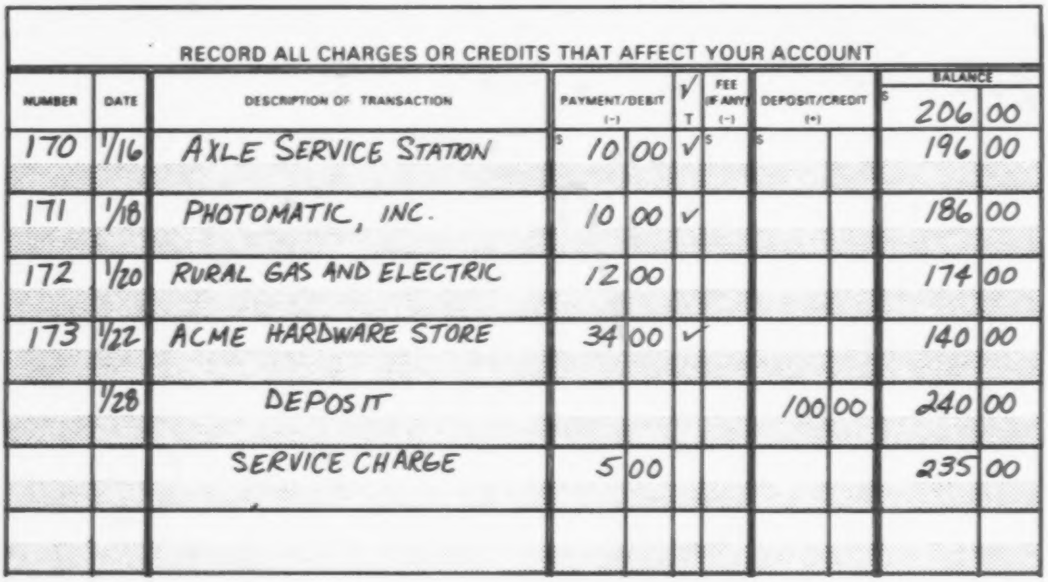
CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234
171

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234
170
Jan. 16, 19 83
88-2398
1119
PAY TO THE ORDER OF Axle Service Station $ 10 00

C. Compare amounts on cancelled checks and deposits in bank statement with amounts written in checkbook register

D. Check off (✓) all cancelled checks and deposits in checkbook register

FIGURE 35



RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

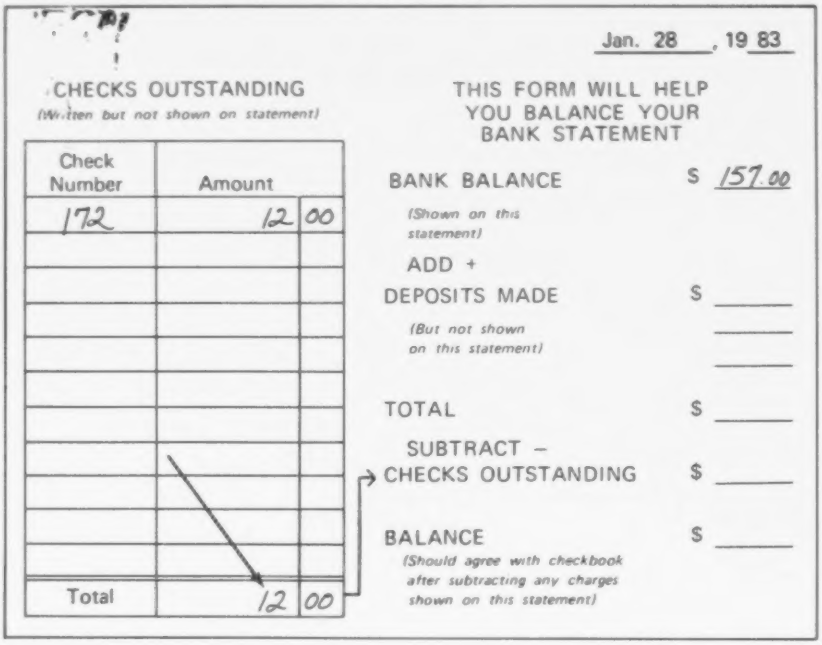
NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)	✓ T	FEE (IF ANY) (-)	DEPOSIT/CREDIT (+)	BALANCE
							$ 206 00
170	1/16	AXLE SERVICE STATION	$ 10 00	✓	$	$	196 00
171	1/18	PHOTOMATIC, INC.	10 00	✓			186 00
172	1/20	RURAL GAS AND ELECTRIC	12 00				174 00
173	1/22	ACME HARDWARE STORE	34 00	✓			140 00
	1/28	DEPOSIT				100 00	240 00
		SERVICE CHARGE	5 00				235 00

INFORMATION SHEET

E. List and add total outstanding checks (those not returned to bank or checked in your register)

(NOTE: List check number and amount of check.)

FIGURE 36



Jan. 28, 19 83

CHECKS OUTSTANDING
(Written but not shown on statement)

Check Number	Amount	
172	12	00
Total	12	00

THIS FORM WILL HELP YOU BALANCE YOUR BANK STATEMENT

BANK BALANCE *(Shown on this statement)* $ 157.00

ADD +
DEPOSITS MADE *(But not shown on this statement)* $ ______

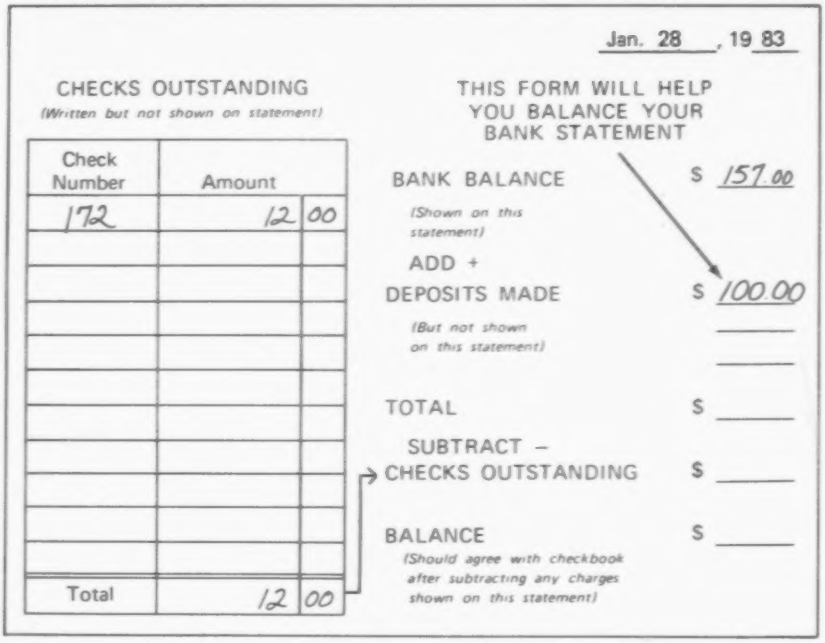
TOTAL $ ______

SUBTRACT –
CHECKS OUTSTANDING $ ______

BALANCE *(Should agree with checkbook after subtracting any charges shown on this statement)* $ ______

F. Add and record total outstanding deposits

FIGURE 37



Jan. 28, 19 83

CHECKS OUTSTANDING
(Written but not shown on statement)

Check Number	Amount	
172	12	00
Total	12	00

THIS FORM WILL HELP YOU BALANCE YOUR BANK STATEMENT

BANK BALANCE *(Shown on this statement)* $ 157.00

ADD +
DEPOSITS MADE *(But not shown on this statement)* $ 100.00

TOTAL $ ______

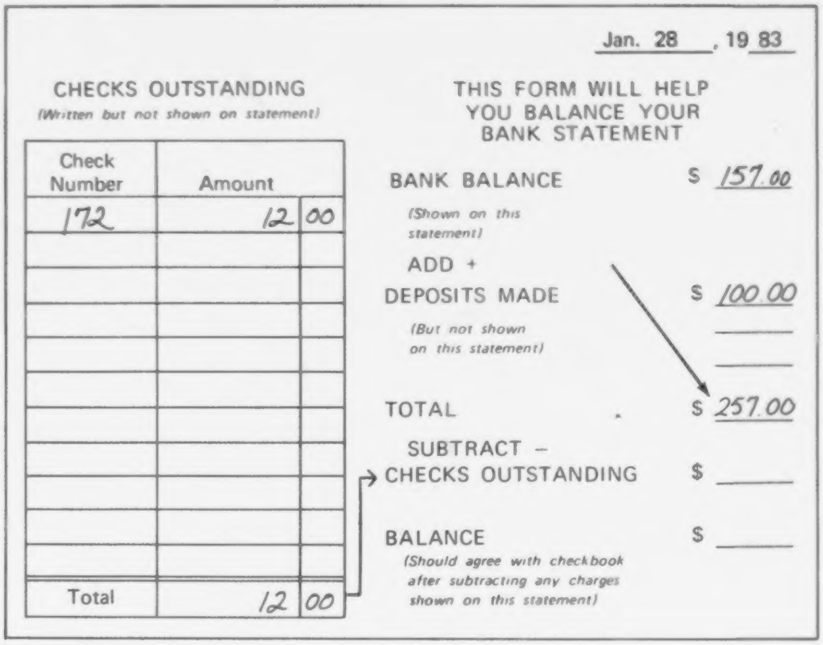
SUBTRACT –
CHECKS OUTSTANDING $ ______

BALANCE *(Should agree with checkbook after subtracting any charges shown on this statement)* $ ______

INFORMATION SHEET

G. Add total outstanding deposits to balance shown on statement

FIGURE 38



Jan. 28, 19 83

CHECKS OUTSTANDING
(Written but not shown on statement)

Check Number	Amount	
172	12	00
Total	12	00

THIS FORM WILL HELP YOU BALANCE YOUR BANK STATEMENT

BANK BALANCE $ 157.00
(Shown on this statement)

ADD +
DEPOSITS MADE $ 100.00
(But not shown on this statement)

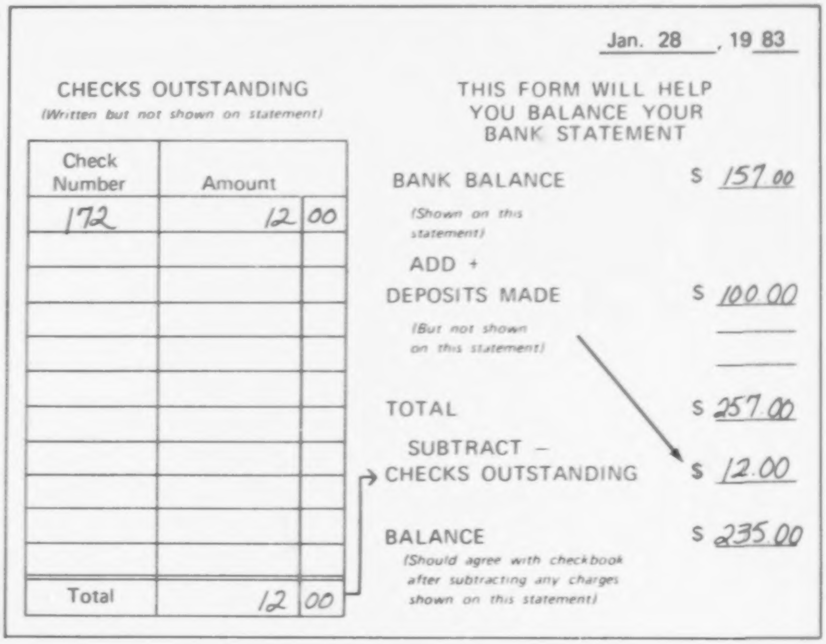
TOTAL $ 257.00

SUBTRACT –
CHECKS OUTSTANDING $

BALANCE $
(Should agree with checkbook after subtracting any charges shown on this statement)

H. Subtract total outstanding checks from total of bank balance and outstanding deposits

FIGURE 39



Jan. 28, 19 83

CHECKS OUTSTANDING
(Written but not shown on statement)

Check Number	Amount	
172	12	00
Total	12	00

THIS FORM WILL HELP YOU BALANCE YOUR BANK STATEMENT

BANK BALANCE $ 157.00
(Shown on this statement)

ADD +
DEPOSITS MADE $ 100.00
(But not shown on this statement)

TOTAL $ 257.00

SUBTRACT –
CHECKS OUTSTANDING $ 12.00

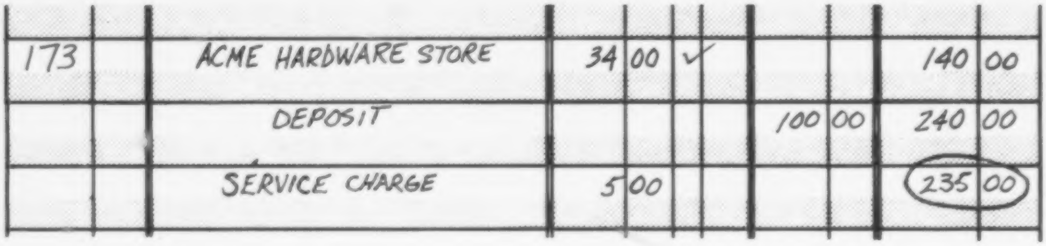
BALANCE $ 235.00
(Should agree with checkbook after subtracting any charges shown on this statement)

INFORMATION SHEET

I. Make sure that adjusted bank balance and adjusted checkbook balance are equal

J. Circle checkbook total to show that you agree with bank

FIGURE 40



173		ACME HARDWARE STORE	34	00	✓				140	00
		DEPOSIT					100	00	240	00
		SERVICE CHARGE	5	00					235	00

(NOTE: If you forget how to reconcile your statement, check the back of statement for instructions.)

XV. Steps in opening a savings account

A. Fill out signature card, giving personal information (Transparency #1)

EXAMPLES: Name, address, phone number

B. Sign your name on signature card

(NOTE: Minor children's accounts require the signature of a parent or guardian.)

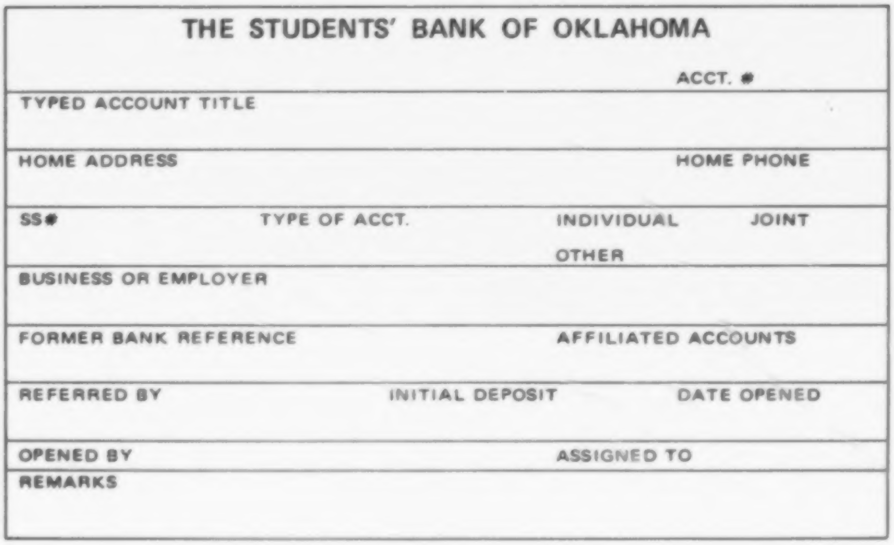
C. Fill out a savings account deposit slip (Transparency #3)

(NOTE: List all checks, currency [bills], and coin to be deposited. Be sure to endorse checks.)

D. Give completed form to person opening your account

(NOTE: If, after establishing a savings account, you wish to withdraw money from the account, complete a savings withdrawal slip [Transparency #4] provided by the bank.)

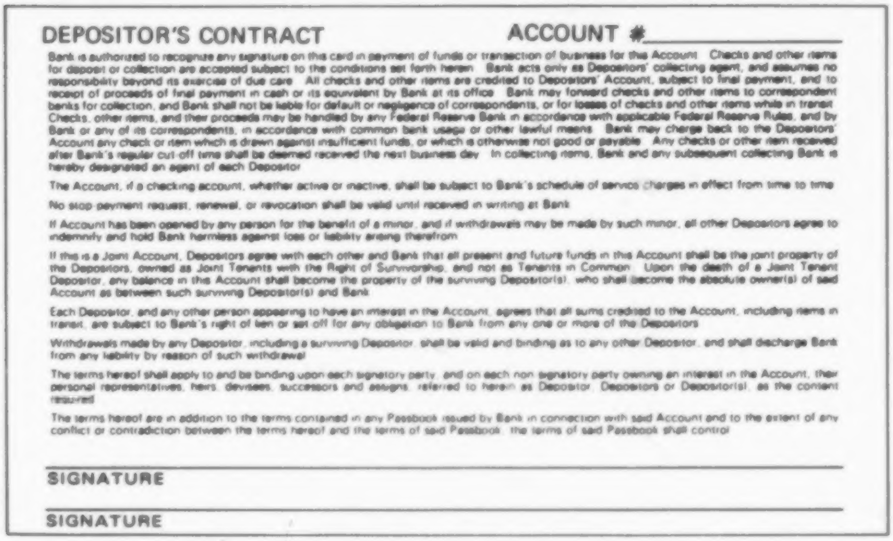
Signature Card



THE STUDENTS' BANK OF OKLAHOMA

		ACCT. #	
TYPED ACCOUNT TITLE			
HOME ADDRESS		HOME PHONE	
SS#	TYPE OF ACCT.	INDIVIDUAL OTHER	JOINT
BUSINESS OR EMPLOYER			
FORMER BANK REFERENCE		AFFILIATED ACCOUNTS	
REFERRED BY	INITIAL DEPOSIT	DATE OPENED	
OPENED BY		ASSIGNED TO	
REMARKS			

Front



DEPOSITOR'S CONTRACT **ACCOUNT #**________________

Bank is authorized to recognize any signature on this card in payment of funds or transaction of business for this Account. Checks and other items for deposit or collection are accepted subject to the conditions set forth herein. Bank acts only as Depositors' collecting agent, and assumes no responsibility beyond its exercise of due care. All checks and other items are credited to Depositors' Account, subject to final payment, and to receipt of proceeds of final payment in cash or its equivalent by Bank at its office. Bank may forward checks and other items to correspondent banks for collection, and Bank shall not be liable for default or negligence of correspondents, or for losses of checks and other items while in transit. Checks, other items, and their proceeds may be handled by any Federal Reserve Bank in accordance with applicable Federal Reserve Rules, and by Bank or any of its correspondents, in accordance with common bank usage or other lawful means. Bank may charge back to the Depositors' Account any check or item which is drawn against insufficient funds, or which is otherwise not good or payable. Any checks or other item received after Bank's regular cut-off time shall be deemed received the next business day. In collecting items, Bank and any subsequent collecting Bank is hereby designated an agent of each Depositor.

The Account, if a checking account, whether active or inactive, shall be subject to Bank's schedule of service charges in effect from time to time.

No stop-payment request, renewal, or revocation shall be valid until received in writing at Bank.

If Account has been opened by any person for the benefit of a minor, and if withdrawals may be made by such minor, all other Depositors agree to indemnify and hold Bank harmless against loss or liability arising therefrom.

If this is a Joint Account, Depositors agree with each other and Bank that all present and future funds in this Account shall be the joint property of the Depositors, owned as Joint Tenants with the Right of Survivorship, and not as Tenants in Common. Upon the death of a Joint Tenant Depositor, any balance in this Account shall become the property of the surviving Depositor(s), who shall become the absolute owner(s) of said Account as between such surviving Depositor(s) and Bank.

Each Depositor, and any other person appearing to have an interest in the Account, agrees that all sums credited to the Account, including items in transit, are subject to Bank's right of lien or set off for any obligation to Bank from any one or more of the Depositors.

Withdrawals made by any Depositor, including a surviving Depositor, shall be valid and binding as to any other Depositor, and shall discharge Bank from any liability by reason of such withdrawal.

The terms hereof shall apply to and be binding upon each signatory party, and on each non signatory party owning an interest in the Account, their personal representatives, heirs, devisees, successors and assigns, referred to herein as Depositor, Depositors or Depositor(s), as the context requires.

The terms hereof are in addition to the terms contained in any Passbook issued by Bank in connection with said Account and to the extent of any conflict or contradiction between the terms hereof and the terms of said Passbook, the terms of said Passbook shall control.

____

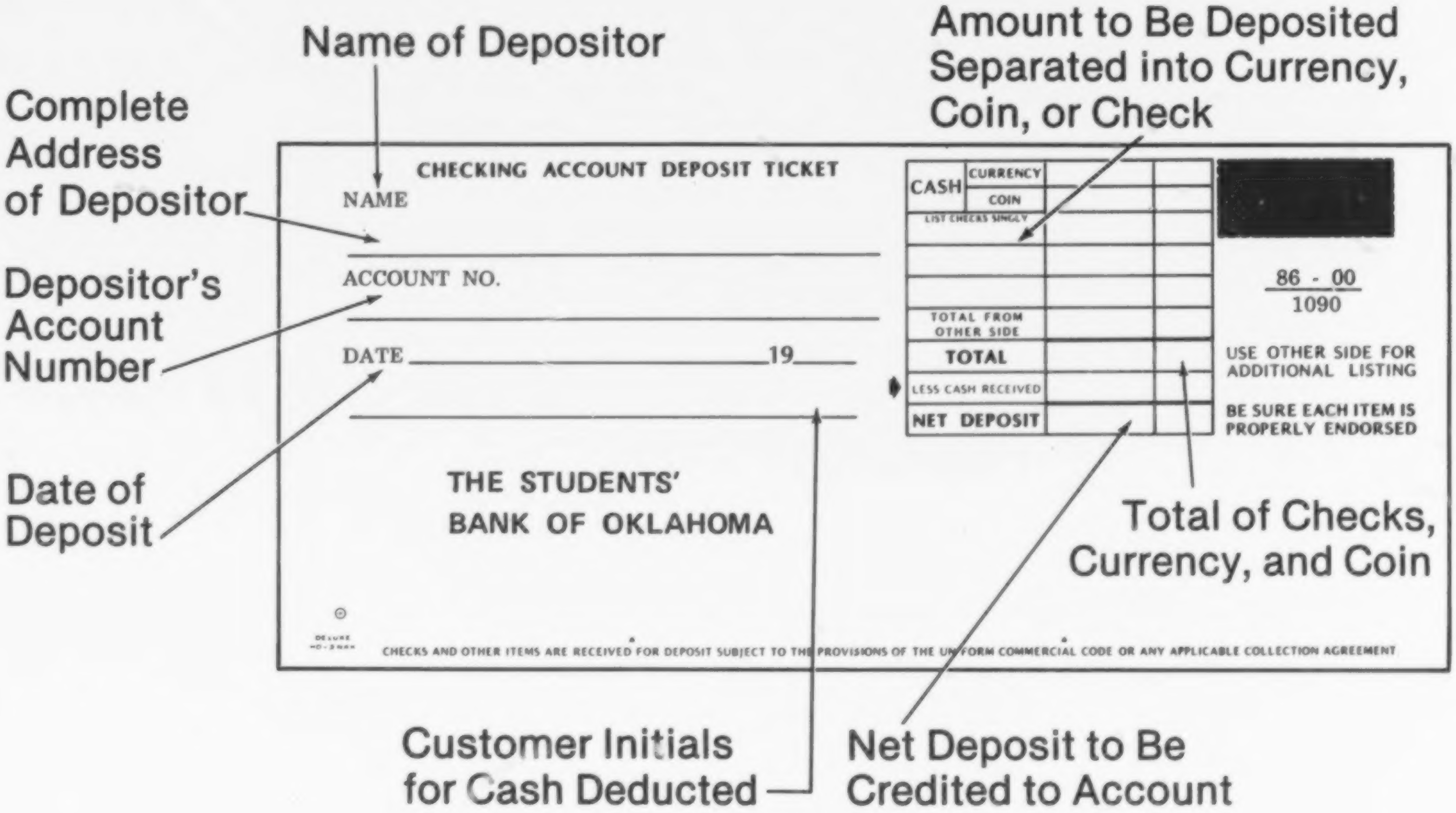
SIGNATURE

____

SIGNATURE

Back

Checking Account Deposit Slip


Name of Depositor
Amount to Be Deposited Separated into Currency, Coin, or Check
Complete Address of Depositor
Depositor's Account Number
Date of Deposit
Total of Checks, Currency, and Coin
Customer Initials for Cash Deducted
Net Deposit to Be Credited to Account

CHECKING ACCOUNT DEPOSIT TICKET

NAME

ACCOUNT NO.

DATE ____________________ 19____

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86 - 00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS'
BANK OF OKLAHOMA

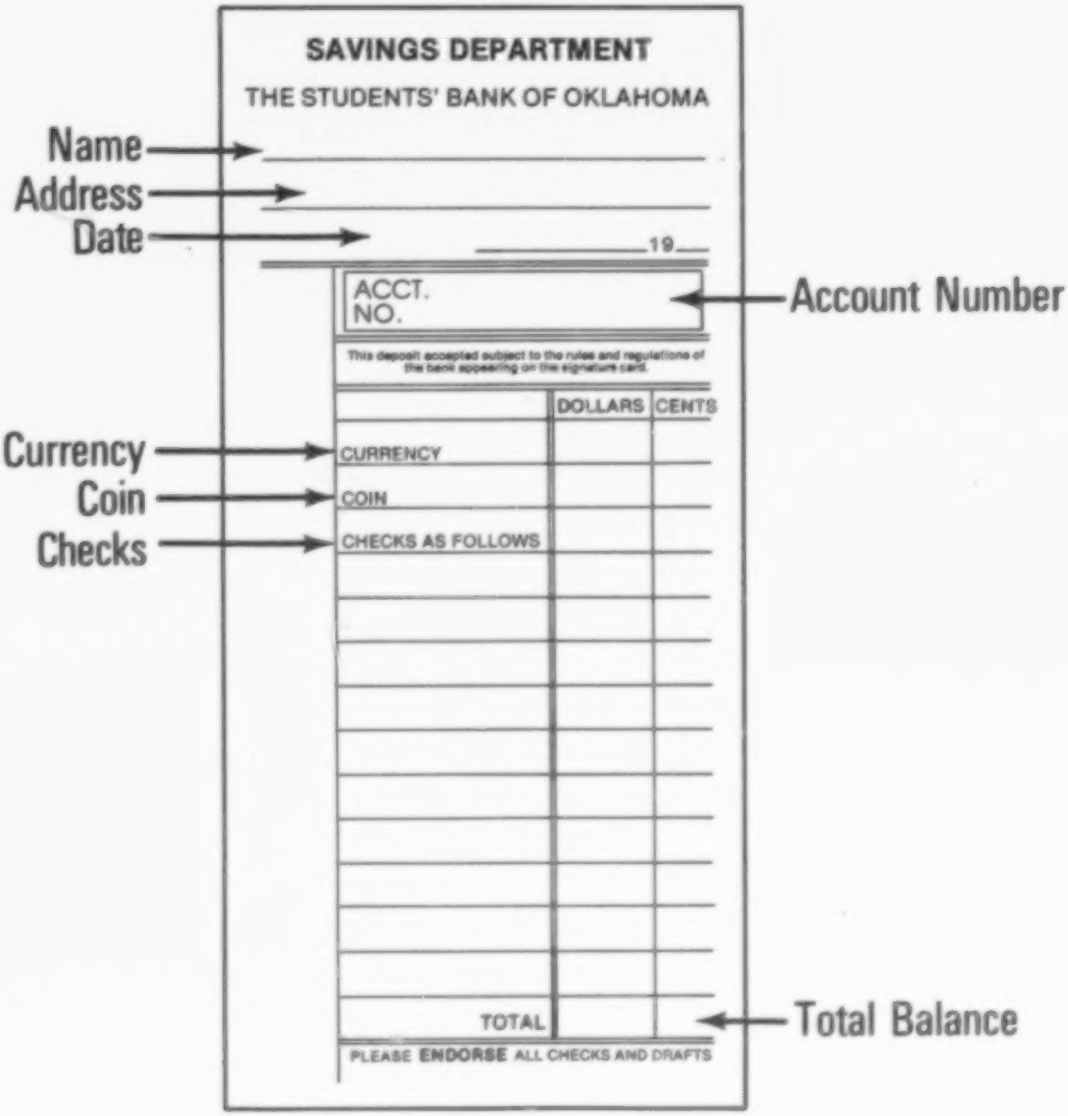
CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

Front

TM #2

ENG II - 193-H

Savings Account Deposit Slip



SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

____

____

____________19___

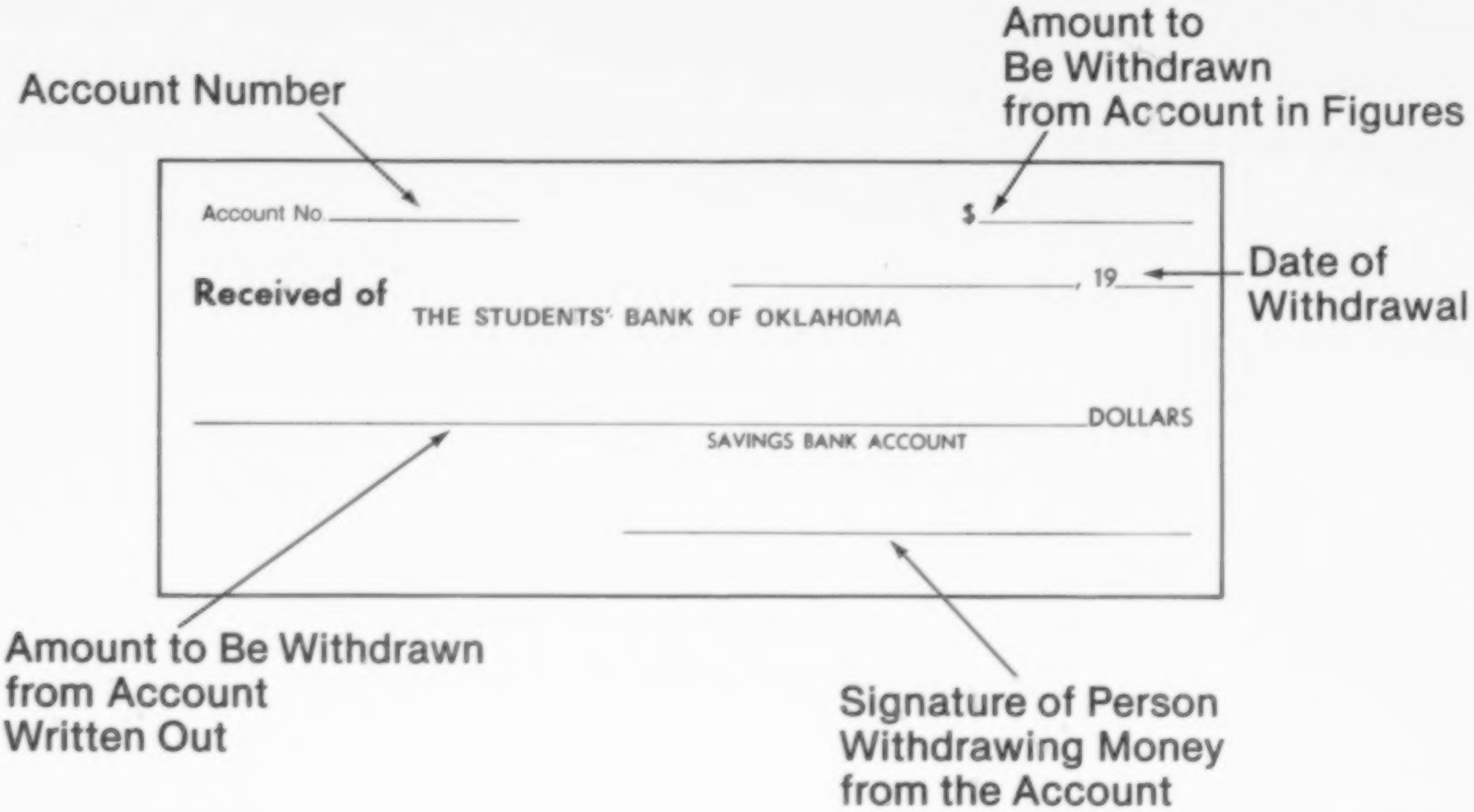
ACCT.
NO.

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card.

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS AS FOLLOWS		
TOTAL		

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

Savings Withdrawal Slip



Account No. ____________ $ ____________

____________, 19____

Received of THE STUDENTS' BANK OF OKLAHOMA

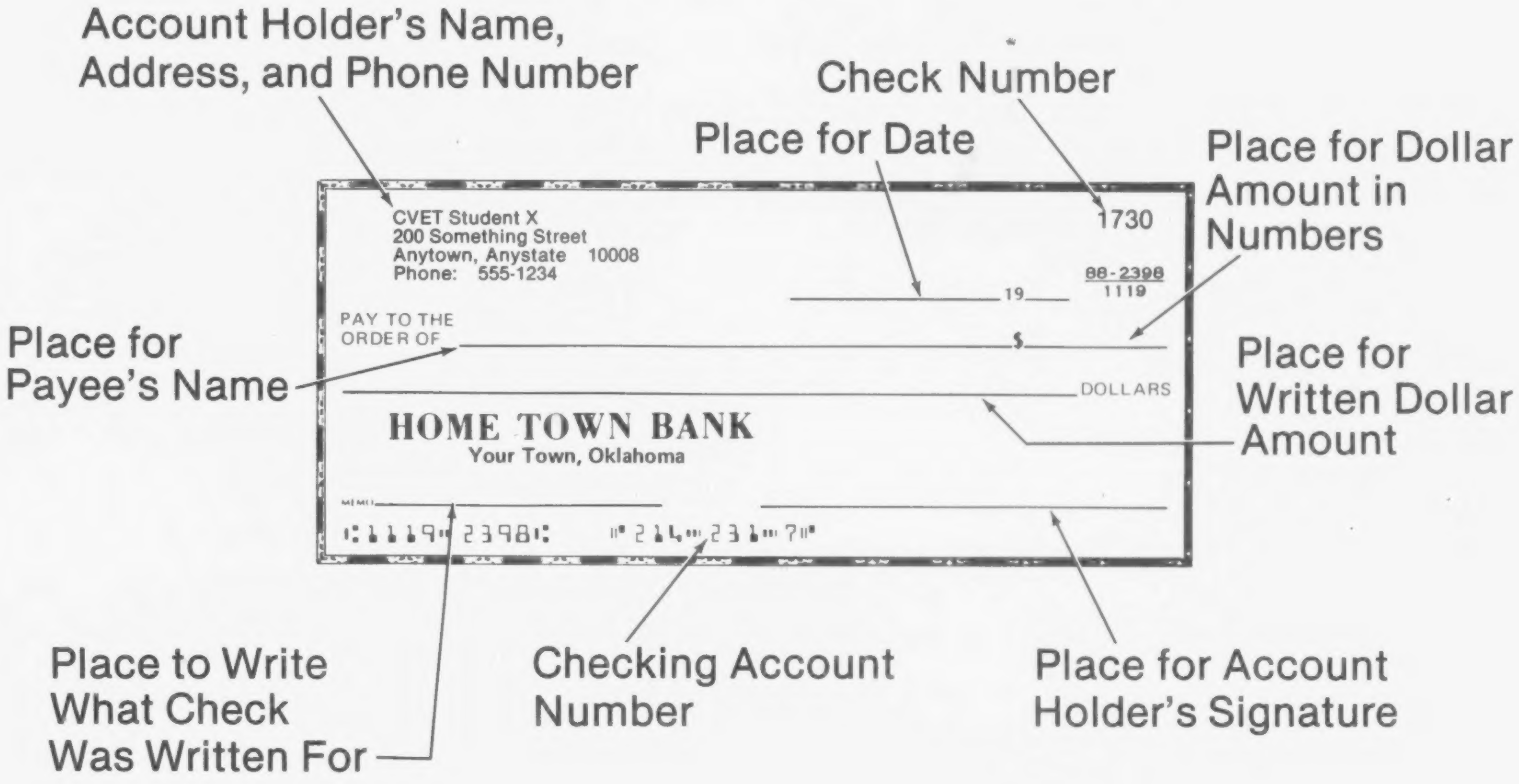
________________________ DOLLARS

SAVINGS BANK ACCOUNT

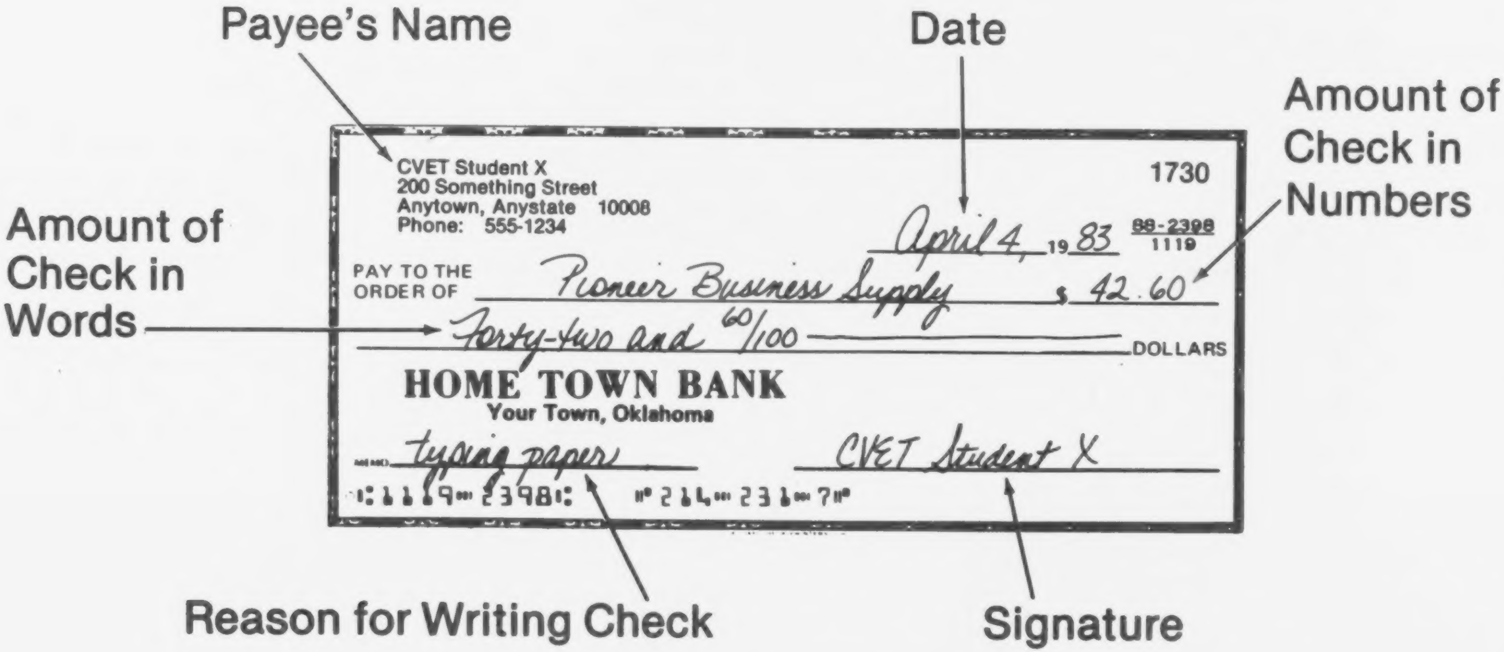
____

Account Number
Amount to Be Withdrawn from Account in Figures
Date of Withdrawal
Amount to Be Withdrawn from Account Written Out
Signature of Person Withdrawing Money from the Account

Blank Personal Check



Completed Personal Check


Payee's Name
Date
Amount of Check in Numbers
Amount of Check in Words
Reason for Writing Check
Signature

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1730

April 4, 19 83

86-2398
1119

PAY TO THE ORDER OF Pioneer Business Supply $ 42.60

Forty-two and 60/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO typing paper

CVET Student X

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

Blank Check Register

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)	√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)	BALANCE	
							$	
			$		$	$		

REMEMBER TO RECORD AUTOMATIC PAYMENTS/DEPOSITS ON DATE AUTHORIZED

Bank Statement
(Front)

$ FIRST

FIRST STUDENT BANK AND TRUST COMPANY OF ANYTOWN
POST OFFICE BOX 33
ANYTOWN, ANYSTATE 10008
(800) 555-6789

STATEMENT DATE	
CHECKING ACCT. NO.	

699 T
8 1
07 28
F 26

CVET STUDENT X
200 SOMETHING STREET
ANYTOWN, ANYSTATE 10008

PAGE
1 OF 1

CHECKING ACCOUNT STATEMENT

BALANCE LAST STATEMENT	TOTAL AMOUNT OF CHECKS PAID	NO. OF CHECKS PAID	NO. OF DEPOSITS	TOTAL AMOUNT OF DEPOSITS MADE	SERVICE CHARGES	BALANCE THIS STATEMENT

DATE	IDEN. NUMBER	TRANSACTION AMOUNT	BALANCE	TRANSACTION DESCRIPTION

PLEASE EXAMINE STATEMENT OF ACCOUNT AND VOUCHERS AT ONCE
IF NO ERROR IS REPORTED IN TEN DAYS THE ACCOUNT WILL BE CONSIDERED CORRECT

KEY

SC - SERVICE CHARGE
EC - ERROR CORRECTED
RT - RETURNED ITEM
CC - CERTIFIED CHECK
DM - DEBIT MEMO
CM - CREDIT MEMO
OD - OVERDRAFT
NC - NO COUNT
LS - TOTAL OF SEVERAL ITEMS

↑ LAST AMOUNT IN THIS COLUMN IS YOUR BALANCE

KINDLY NOTIFY THIS BANK IMMEDIATELY OF CHANGE OF ADDRESS

Bank Statement
(Back)

STATEMENT RECONCILIATION

THIS FORM IS PROVIDED TO HELP YOU BALANCE YOUR CHECKBOOK

PERIOD
FROM ____________ TO ____________ 19 ____________

STEP 1

Subtract the service charge shown on this statement from your current checkbook balance to arrive at your NEW CHECKBOOK BALANCE.

STEP 2

Remember to record any preauthorized or automatic transactions in your register.

STEP 3

Add the monthly interest paid to your balance on your register.

STEP 4

Check off in your checkbook all checks and deposits shown on this statement. IN THE SPACE PROVIDED AT RIGHT, LIST ANY CHECKS OUTSTANDING OR DEPOSITS NOT CREDITED.

STEP 5

Complete the following to balance this statement to your new checkbook balance:

BANK BALANCE SHOWN ON THIS STATEMENT $ ____________________

ADD DEPOSITS NOT CREDITED (if any) + ____________________

SUBTOTAL = $ ____________________

SUBTRACT CHECKS OUTSTANDING (if any) – ____________________

TOTAL = $ ____________________

*Total above should agree with your new checkbook balance.

LIST CHECKS OUTSTANDING	
TOTAL	$

BANKING
UNIT V

ASSIGNMENT SHEET #1--COMPLETE A BANKING CROSSWORD PUZZLE

NAME ______________________________ SCORE ______________

Use the banking clues below to complete the crossword puzzle on the following page. You may refer to Section I of your Information Sheet.

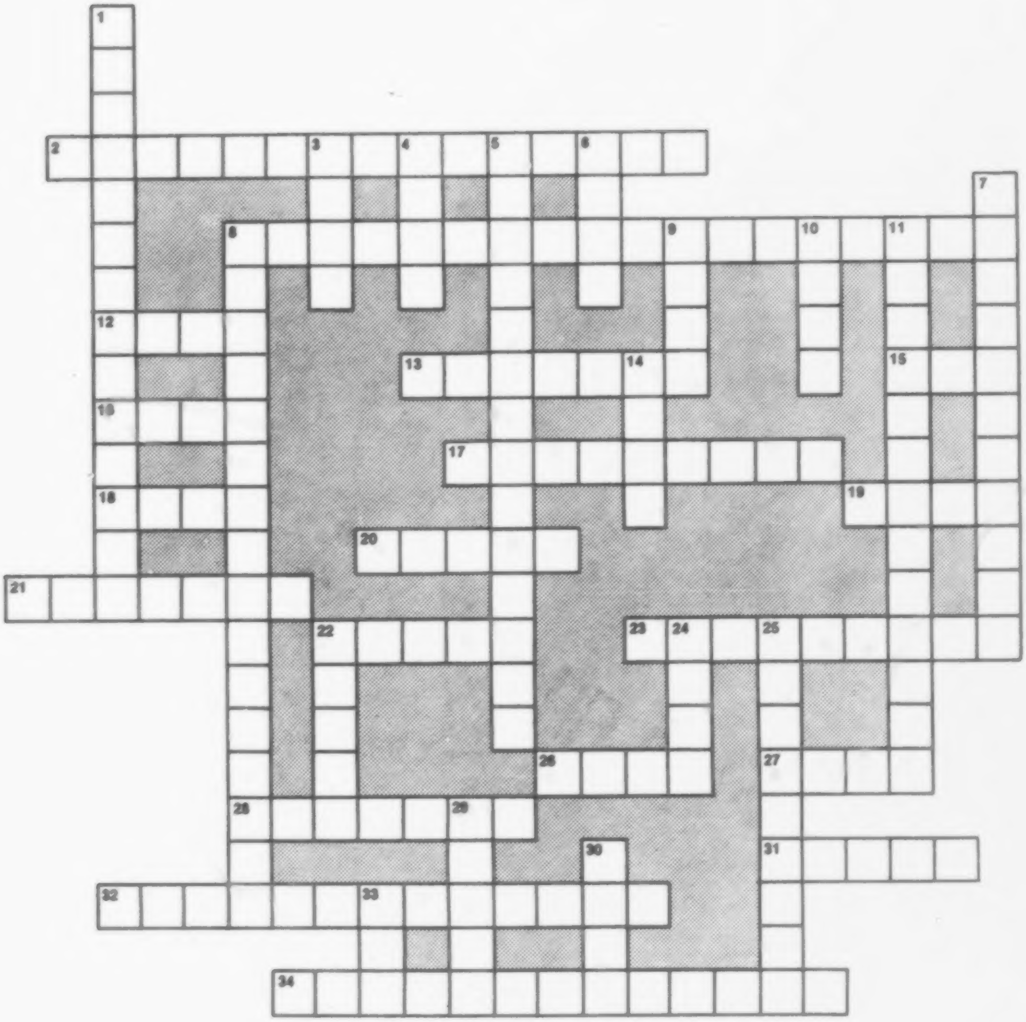
ACROSS

2. Banking account against which depositor may write checks (2 wds.)
8. Those deposits that have not reached and been recorded by the bank; they do not appear on bank statement (2 wds.)
12. Unit of electric power
13. Amount of money checking account holder has in bank
15. Abbreviation for "very important person"
16. Opposite of *found*
17. Person who places money in a bank account
18. What most people get from the bank to buy a car
19. Heavy piece of timber used as a roof support
20. Form used to withdraw money from a checking account
21. Money placed in a bank account
22. Person or business to receive payment; person or business to whom you write a check
23. Check written when there is no money, or not enough money, in your checking accoun
26. Past tense of *pay*
27. The first word in many fairy tales
28. To sign your name on the back of a check written to you
31. Dollars and ______
32. Monthly report provided by the bank of deposits, checks, service charges, and balanc (2 wds.)
34. Part of checkbook in which record is kept of checks written, deposits made, servic fees charged, and account balance (2 wds.)

DOWN

1. Form similar to a check; used to withdraw money from a savings account (2wds.)
3. A short letter; a thank-you ____
4. Abbreviation for automobile
5. Check that has been paid by the bank (2 wds.)
6. The smallest whole number; one
7. Instructions to the bank from a customer requesting that the bank not pay a check (2 wds.)
8. Those checks that have not reached and been recorded by the bank; they do not appear on bank statement (2 wds.)
9. Opposite of *take*
10. Opposite of *rich*
11. Fee a bank charges for its services (2 wds.)
14. What you like to have a lot of in your bank account
22. Sixteen ounces; British dollar
24. Not legally binding; useless
25. To make checkbook register agree with bank statement balance
29. What you can afford to eat if you have a savings account
30. Tight or close fit; rhymes with *bug*
33. Past tense of *eat*

ASSIGNMENT SHEET #1



BANKING
UNIT V

ASSIGNMENT SHEET #2--WRITE DEPOSIT SLIPS

NAME______________________________ SCORE ________________

PART I

A deposit slip is a record of money and checks deposited at the bank. Remember that all checks must be endorsed before they can be deposited.

A. Write the checking account deposit slip below, using the following information:

Currency (bills)	$18.00
Coin	$ 1.35
Check	$50.00
Your account number is 17-1203	
Date	1-6-83

CHECKING ACCOUNT DEPOSIT TICKET

NAME

____

____

DATE____________________19____

____

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO.________________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81-000323

ASSIGNMENT SHEET #2

B. Write the checking account deposit slip below, using the following information:

Your check is $86.40.
You need $25.00 in cash.
Your account number is 17-1203.
Date is 1-8-83.

CHECKING ACCOUNT DEPOSIT TICKET

NAME ______________________________

____

DATE ______________________ 19____

____

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY			
TOTAL FROM OTHER SIDE			
TOTAL			
LESS CASH RECEIVED			
NET DEPOSIT			

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. ______________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81 000323

ASSIGNMENT SHEET #2

C. Write the savings account deposit slip below, using the following information:

Currency (bills)	$24.00
Coin	$ 3.50
Check	$10.00

Your account number is 204-1070.
Use current date.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

____

____

______________19___

ACCT.
NO.

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS AS FOLLOWS		
TOTAL		

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

ASSIGNMENT SHEET #2

D. Write the savings account deposit slip below, using the following information:

Two checks	$12.50
	$40.00

You need $15.00 in cash.
Your account number is 204-1070.
Use current date.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

____

____

______________ 19___

ACCT.
NO.

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card.

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS AS FOLLOWS		
TOTAL		

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

ASSIGNMENT SHEET #2

PART II

Fill in the following deposit slips with the information learned from the description above each one.

A. You worked part time with a carpenter last summer. Now you work on Saturdays at a lumber company. You have saved $200.00 in bills. Your last check was $125.00. You also have $12.80 in change. You decide to open a checking account. You want to deposit everything in your checking account. Your account number is 17-1203, and the date is January 15, 1983.

CHECKING ACCOUNT DEPOSIT TICKET

NAME ____________________

____

DATE ____________________ 19____

____

CASH CURRENCY		
COIN		
LIST CHECKS SINGLY		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. ____________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81 000323

B. Your paycheck was $91.00. Aunt Kathy sent you a check for $10.00 for your birthday. You sold your bike to Brian Foster for $35.00. He paid you with a check. You want to deposit in your checking account all but $10.00, which the bank will return to you in cash. Your account number is 17-1203, and the date is January 22, 1983.

CHECKING ACCOUNT DEPOSIT TICKET

NAME ____________________

____

DATE ____________________ 19____

____

CASH CURRENCY		
COIN		
LIST CHECKS SINGLY		
TOTAL FROM OTHER SIDE		
TOTAL		
LESS CASH RECEIVED		
NET DEPOSIT		

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. ____________________

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

81 000323

ASSIGNMENT SHEET #2

C. You want to deposit in your savings account your paycheck ($168.00), a check you received from the sale of your stereo ($200.00), and a gift check ($5.00). You wish to deposit all but $45.00, which you want in cash. Use today's date. Your account number is 204-1070.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

____

____

______________ 19___

ACCT.
NO.

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS AS FOLLOWS		
TOTAL		

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

ASSIGNMENT SHEET #2

D. You worked part time as a housekeeping aide. Now you work as a salaried employee for Best Northern Inns, Inc. You have saved $125.00 in bills, and you have $14.00 in change. Your paycheck from Best Northern is $239.00. You want to deposit everything in your savings account, number 204-1070. Use today's date.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

____

____

________________ 19___

ACCT. NO.

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card.

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS AS FOLLOWS		
TOTAL		

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

BANKING
UNIT V

ASSIGNMENT SHEET #3--WRITE CHECKS

NAME ______________________________ SCORE ______________

Writing checks will most likely be an important part of your life. If you pay a person in cash, you count your money carefully. It is also very important to write checks carefully. Too much money paid out will be a loss to you. For instance if you forget a decimal point, $10.00 becomes $1000. Be sure that you spell out the dollar amount. This will help you avoid overpayment.

PART I

Fill in the following blank checks with the information above each one. Be sure to write checks in ink. Fill in all spaces. Write clearly.

A. 1. *Date:* January 7, 1983

2. *Payee:* Carter Hardware

3. *Amount:* $50.00

4. *Amount Written:* Fifty and 00/100 ~~~~~~~~dollars

5. *Memo:* For lumber

6. *Signature:* Your name

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1731

______________ 19____ 00-2390 / 1119

PAY TO THE ORDER OF ______________________________ $__________

____ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO ______________ ______________________

⑆1119⑈2390⑆ ⑈211⑈231⑈7⑈

ASSIGNMENT SHEET #3

B. 1. *Date:* January 10, 1983

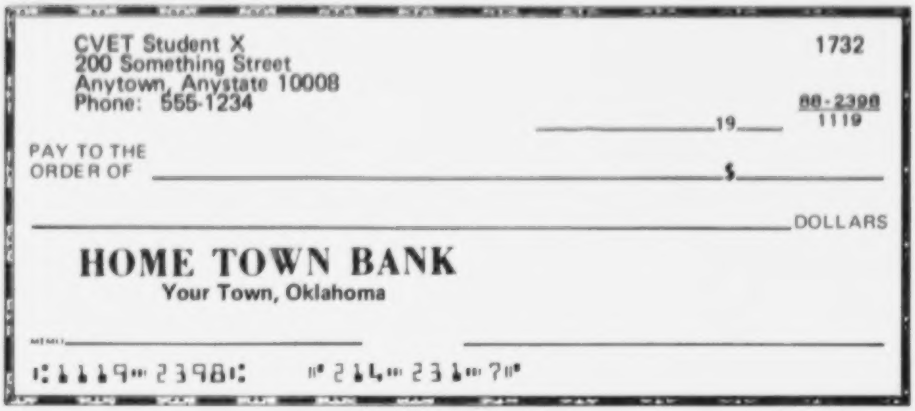
2. *Payee:* Ace Plumbing Company

3. *Amount:* $23.52

4. *Amount Written:* Twenty-three and 52/100 ∼∼∼∼∼∼∼∼∼∼∼∼ dollars

5. *Memo:* Faucets

6. *Signature:* Your name



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1732

88-2398
1119

______________19____

PAY TO THE
ORDER OF ____$__________

____DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO ____________________ ____________________

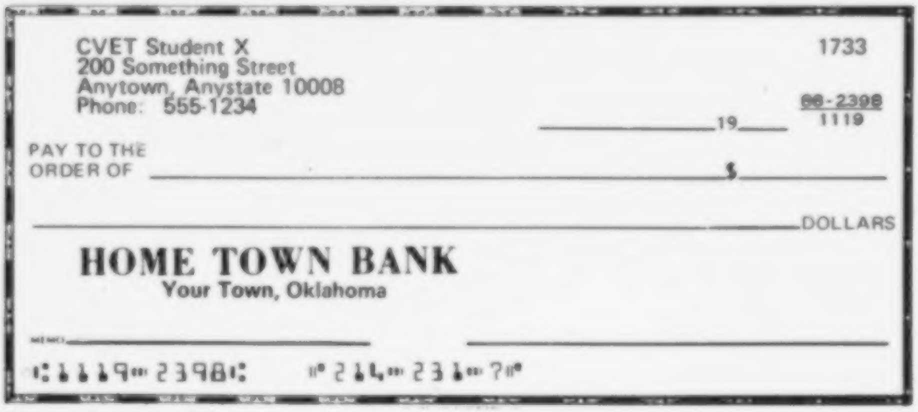
⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

ASSIGNMENT SHEET #3

PART II

Fill in the following blank checks with the information learned from the descriptions above each one. Be sure to write checks in ink. Fill in all spaces. Write clearly.

A. Your younger brother had a wreck on his bicycle. He broke his front wheel rim. You felt sorry for him and on January 12, 1983, bought him a new rim. Write a check to Bill Smith's Bike Repair Shop for $8.48.



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1733

88-2398
1119

______________19____

PAY TO THE
ORDER OF ______________________________ $__________

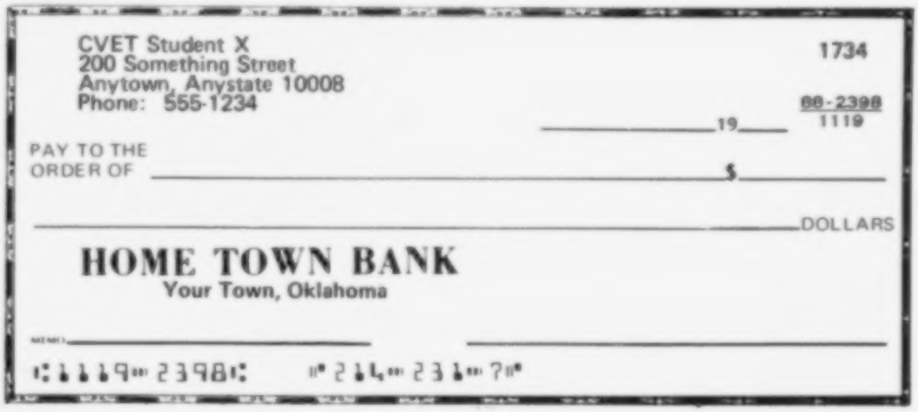
____ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO ____________________ ____________________

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

B. Yesterday, January 16, 1983, when you started home, the brakes on your car went out. You took the car to Car Company repair shop to be fixed. Repairs cost $35.00. Write a check to pay for the job.



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1734

88-2398
1119

______________19____

PAY TO THE
ORDER OF ______________________________ $__________

____ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO ____________________ ____________________

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

ASSIGNMENT SHEET #3

C. You are planning a surprise birthday party for your mother. You want to buy party favors and ingredients for a cake. At the General Food grocery store, you write a check for $18.50. Fill out the check below as you would for the grocery store purchase. The date is January 18, 1983.

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1735

______________ 19____

88-2398
1119

PAY TO THE
ORDER OF ________________________________ $__________

____ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

________________ ________________________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

D. You have a new puppy at home, and your mom says that the dog must stay outside. You go to Anderson's Lumber Company to buy nails and lumber for a doghouse. The materials cost $12.36. Write the check below as you would for the lumber company purchase. The date is January 21, 1983.

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1736

______________ 19____

88-2398
1119

PAY TO THE
ORDER OF ________________________________ $__________

____ DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

________________ ________________________

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

BANKING
UNIT V

ASSIGNMENT SHEET #4--KEEP CHECK REGISTER

NAME ________________________________ SCORE ______________

Return to Assignment Sheets #2 and #3. Record on the check register below all checks written and checking deposits made. You should have ten entries.

(NOTE: When writing real checks or deposits, *always* record the amount in your check register at once.)

CHECK REGISTER

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)		√ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)		BALANCE	
									$	
			$			$	$			

BANKING
UNIT V

ASSIGNMENT SHEET #5--RECONCILE A BANK STATEMENT

NAME______________________________ SCORE ______________

At the end of the month, you will receive a statement from the bank. It will tell you how much money you have in your checking account. It is important that you reconcile your bank statement every month. If you have a problem balancing your account, people at the bank can help you.

PART I

For this exercise you will need to use the checkbook register you completed in Assignment Sheet #4. Reconcile your checkbook register with the following bank statement. Refer to your Information Sheet, and complete steps on back of the following bank statement.

BANK STATEMENT

Date of Statement: January 30, 1983

DATE	#	CHECK	DEPOSITS	BALANCE
1-6			69.35	69.35
1-7	1731	50.00		19.35
1-8			61.40	80.75
1-10	1732	23.52		57.23
1-12	1733	8.48		48.75
1-15			337.80	386.55
1-21	1736	12.36		374.19
		4.82 SC		369.37

↑
LAST AMOUNT IN
THIS COLUMN IS
YOUR BALANCE

ASSIGNMENT SHEET #5

REVERSE SIDE OF BANK STATEMENT

January 30, 1983

Subtract Service Charge (SC) from your checkbook balance

____

____

____

Subtract outstanding checks (checks written but not shown on this statement)

Check No.	Amount
________	________
________	________
________	________
________	________
________	________
________	________
________	________
Total	________

Bank balance amount shown on this statement ______________

Add deposits made but not shown on this statement ______________

Total ______________

Subtract checks outstanding ______________

Balance amount should agree with checkbook register ______________

ASSIGNMENT SHEET #5

PART II

Prepare a reconciliation statement. Refer to Section XIV on your Information Sheet and complete the back of the following bank statement.

Sam Levin's checkbook balance on June 30 was $482.35. His June 30 bank statement showed a balance of $512.36. There is a service charge of $1.75 for June, which had not been recorded in the checkbook. The following checks were outstanding: No. 69 for $3.87; No. 71 for $15.95; No. 74 for $7.68; No. 75 for $4.26.

BANK STATEMENT

Date of Statement: June 30, 1983

DATE	#	CHECKS	DEPOSITS	BALANCE
6-1-83				484.43
6-3-83	70	14.00		470.43
6-10-83			50.00	520.43
6-16-83	73	6.32		514.11
6-29-83		1.75 SC		512.36

↑
LAST AMOUNT IN
THIS COLUMN IS
YOUR BALANCE

ASSIGNMENT SHEET #5

REVERSE SIDE OF BANK STATEMENT

June 30, 1983

Subtract Service Charge (SC) from your checkbook balance

____

____

____

Subtract outstanding checks (checks written but not shown on this statement)

Check No.	Amount
________	________
________	________
________	________
________	________
________	________
________	________
________	________
Total	________

Bank balance amount shown on this statement ____________

Add deposits made but not shown on this statement ____________

Total ____________

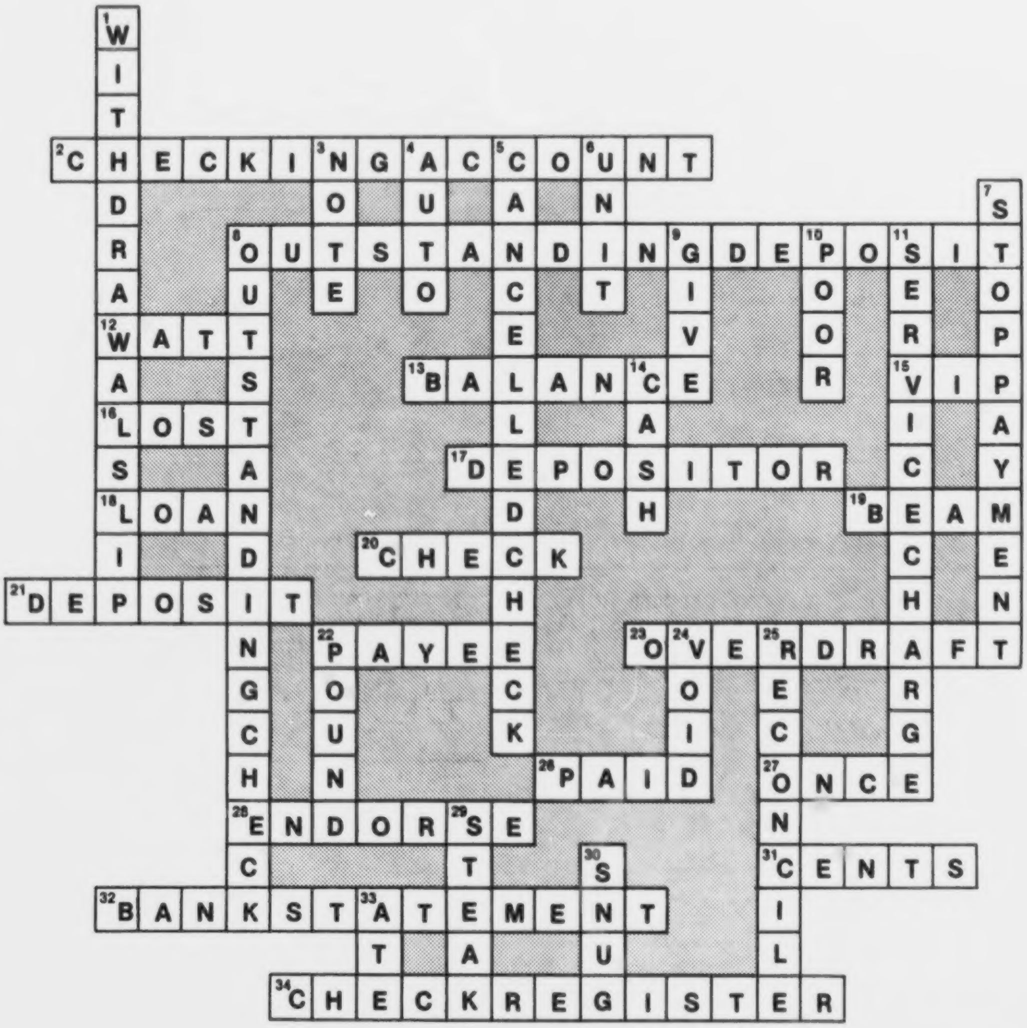
Subtract checks outstanding ____________

Balance amount should agree with checkbook register ____________

BANKING
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1



ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

PART I

A.

CHECKING ACCOUNT DEPOSIT TICKET

NAME Students' Name

Students' Address

DATE January 6, 19 83

CASH	CURRENCY	18	00
	COIN	1	35
LIST CHECKS SINGLY		50	00
TOTAL FROM OTHER SIDE			
TOTAL		69	35
LESS CASH RECEIVED			
NET DEPOSIT		69	35

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 17-1203

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

B.

CHECKING ACCOUNT DEPOSIT TICKET

NAME Students' Name

Students' Address

DATE January 8, 19 83

Students' Signature or Initials

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY		86	40
TOTAL FROM OTHER SIDE			
TOTAL		86	40
LESS CASH RECEIVED		25	00
NET DEPOSIT		61	40

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 17-1203

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

ANSWERS TO ASSIGNMENT SHEETS

C.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

Students' Name

Student's Address

Today 19

ACCT. NO. 204-1070

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card.

	DOLLARS	CENTS
CURRENCY	24	00
COIN	3	50
CHECKS AS FOLLOWS	10	00
TOTAL	37	50

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

D.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

Students' Name

Students' Address

Today 19

ACCT. NO. 204-1070

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card.

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS AS FOLLOWS		
	12	50
	40	00
	52	50
Less cash	- 15	00
	37	50
TOTAL	37	50

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

ANSWERS TO ASSIGNMENT SHEETS

PART II

A.

CHECKING ACCOUNT DEPOSIT TICKET

NAME Students' Name

Students' Address

DATE January 15, 1983

CASH	CURRENCY	200	00
	COIN	12	80
LIST CHECKS SINGLY		125	00
TOTAL FROM OTHER SIDE			
TOTAL		337	80
LESS CASH RECEIVED			
NET DEPOSIT		337	80

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 17-1203

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

B.

CHECKING ACCOUNT DEPOSIT TICKET

NAME Students' Name

Students' Address

DATE January 22, 1983

Students' Signature or Initials

CASH	CURRENCY		
	COIN		
LIST CHECKS SINGLY		91	00
		10	00
		35	00
TOTAL FROM OTHER SIDE			
TOTAL		136	00
LESS CASH RECEIVED		10	00
NET DEPOSIT		126	00

[redacted]

86-00
1090

USE OTHER SIDE FOR ADDITIONAL LISTING

BE SURE EACH ITEM IS PROPERLY ENDORSED

THE STUDENTS' BANK OF OKLAHOMA

ACCOUNT NO. 17-1203

CHECKS AND OTHER ITEMS ARE RECEIVED FOR DEPOSIT SUBJECT TO THE PROVISIONS OF THE UNIFORM COMMERCIAL CODE OR ANY APPLICABLE COLLECTION AGREEMENT

ANSWERS TO ASSIGNMENT SHEETS

C.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

Students' Name
Students' Address
Today 19__

ACCT. NO. 204-1070

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card.

	DOLLARS	CENTS
CURRENCY		
COIN		
CHECKS AS FOLLOWS		
	168	00
	200	00
	5	00
	373	00
Less cash	- 45	00
	328	00
TOTAL	328	00

PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

D.

SAVINGS DEPARTMENT

THE STUDENTS' BANK OF OKLAHOMA

Students' Name
Students' Address
Today 19__

ACCT. NO. 204-1070

This deposit accepted subject to the rules and regulations of the bank appearing on the signature card.

	DOLLARS	CENTS
CURRENCY	125	00
COIN	14	00
CHECKS AS FOLLOWS	239	00
TOTAL	378	00

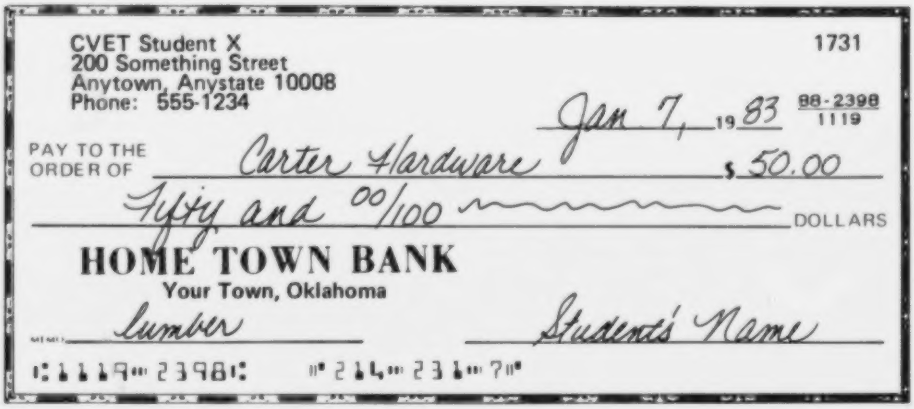
PLEASE **ENDORSE** ALL CHECKS AND DRAFTS

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

PART I

A.



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1731

Jan 7, 19 83

88-2398
1119

PAY TO THE ORDER OF Carter Hardware $ 50.00

Fifty and 00/100 DOLLARS

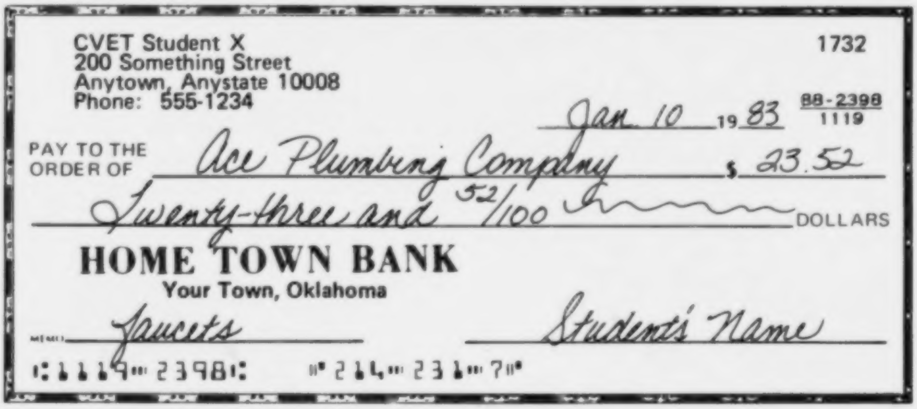
HOME TOWN BANK
Your Town, Oklahoma

MEMO lumber

Student's Name

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

B.



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1732

Jan. 10 19 83

88-2398
1119

PAY TO THE ORDER OF Ace Plumbing Company $ 23.52

Twenty-three and 52/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO faucets

Student's Name

⑆1119⑉2398⑆ ⑈214⑉231⑉7⑈

ANSWERS TO ASSIGNMENT SHEETS

PART II

A.

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1733

Jan. 12, 1983

88-2398
1119

PAY TO THE ORDER OF Bill Smith's Bike Repair Shop $ 8.48

Eight and 48/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO wheel rim

Students' Name

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

B.

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1734

Jan. 16, 1983

88-2398
1119

PAY TO THE ORDER OF Car Company $ 35.00

Thirty-five and 00/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

MEMO brake repair

Students' Name

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

C.

CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1735

Jan. 18, 1983

88-2398
1119

PAY TO THE ORDER OF General Food $ 18.50

Eighteen and 50/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

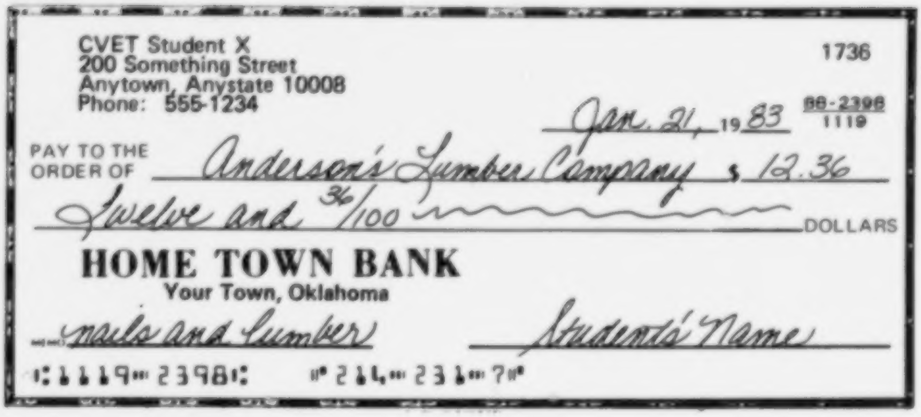
MEMO birthday

Students' Name

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

ANSWERS TO ASSIGNMENT SHEETS

D.



CVET Student X
200 Something Street
Anytown, Anystate 10008
Phone: 555-1234

1736

Jan. 21, 1983 $\frac{88\text{-}2398}{1119}$

PAY TO THE ORDER OF Anderson's Lumber Company $ 12.36

Twelve and 36/100 DOLLARS

HOME TOWN BANK
Your Town, Oklahoma

nails and lumber

Students' Name

⑆1119⑈2398⑆ ⑈214⑈231⑈7⑈

Assignment Sheet #4

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−) $		√ T	FEE (IF ANY) (−) $	DEPOSIT/CREDIT (+) $		BALANCE $	
	1-6	DEPOSIT					69	35	69	35
1731	1-7	CARTER HARDWARE	50	00					19	35
	1-8	DEPOSIT					61	40	80	75
1732	1-10	ACE PLUMBING CO.	23	52					57	23
1733	1-12	BILL SMITH'S BIKE	8	48					48	75
	1-15	DEPOSIT					337	80	386	55
1734	1-16	CAR COMPANY	35	00					351	55
1735	1-18	GENERAL FOOD	18	50					333	05
1736	1-21	ANDERSON LUMBER	12	36					320	69
	1-22	DEPOSIT	.				126	00	446	69

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5

PART I

REVERSE SIDE OF BANK STATEMENT
January 30, 1983

Subtract Service Charge (SC) from your checkbook balance

446.69
- 4.82
441.87

Subtract outstanding checks (checks written but not shown on this statement)

Check No.	Amount
#1734	35.00
#1735	18.50
Total	53.50

Bank balance amount shown on this statement	369.37
Add deposits made but not shown on this statement	126.00
Total	495.37
Subtract checks outstanding	- 53.50
Balance amount should agree with checkbook register	441.87

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5

PART II

REVERSE SIDE OF BANK STATEMENT
June 30, 1983

Subtract Service Charge (SC) from your checkbook balance

482.35
- 1.75
480.60

Subtract outstanding checks (checks written but not shown on this statement)

Check No.	Amount
69	3.87
71	15.95
74	7.68
75	4.26
Total	31.76

Bank balance amount shown on this statement	512.36
Add deposits made but not shown on this statement	00.00
Total	512.36
Subtract checks outstanding	31.76
Balance amount should agree with checkbook register	480.60

BANKING
UNIT V

TEST

NAME________________________ SCORE ____________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks. Definitions are continued on the next page.

_____a. Check that has been paid by the bank

_____b. Money placed in a bank account

_____c. Amount of money checking account holder has in bank

_____d. Bank account against which depositor may write checks

_____e. Monthly report provided by the bank of deposits, checks, service charges, and balances

_____f. Part of checkbook in which record is kept of checks written, deposits made, service fees charged, and account balance

_____g. Fee a bank charges for its services

_____h. Instructions to the bank from a customer requesting that the bank not pay a check

_____i. To sign your name on the back of a check written to you

_____j. Person or business to receive payment; person or business to whom you write the check

_____k. Form similar to a check; used to withdraw money from savings account

_____l. To make checkbook register agree with bank statement balance

_____m. Check written when there is no money, or not enough money, in your checking account

_____n. Person who places money in a bank account

_____o. Those deposits that have not reached and been recorded by the bank; they do not appear on bank statement

_____p. Not legally binding; useless

1. Balance
2. Bank statement
3. Checking account
4. Cancelled check
5. Check register
6. Deposit
7. Endorse
8. Check
9. Payee
10. Reconcile
11. Outstanding check
12. Service charge
13. Stop payment
14. Outstanding deposit
15. Withdrawal slip
16. Depositor
17. Void
18. Overdraft

TEST

______q. Those checks that have not reached and been recorded by the bank; they do not appear on bank statement

______r. Form used to withdraw money from a checking account

2. Select from the following list functions of a bank. Write an "X" in the blank before each correct statement.

______a. To receive deposits

______b. To make sure that customers get paychecks

______c. To provide checking and savings accounts

______d. To assist in applying for a driver's license

______e. To prevent you from overdrawing your account

______f. To transfer money from one account to another

______g. To provide helpful services

______h. To make loans to businesses and individuals

3. Arrange in order steps to take when opening a checking account. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Fill out signature card, giving personal information

______b. Get a few blank checks to use until your checks are printed

______c. Sign your name on signature card as it will be written on your checks

______d. Order checks printed with your name and address

______e. Fill out a checking account deposit slip

______f. Give completed form to person opening your account

4. Select from the following list advantages of a checking account. Write an "X" in the blank before each advantage.

______a. Protects money from loss or theft

______b. Is usually accepted as proof of payment by law

______c. Authorizes arrest for overdrafts

______d. Provides service charges

______e. Charges extra for overdrafts

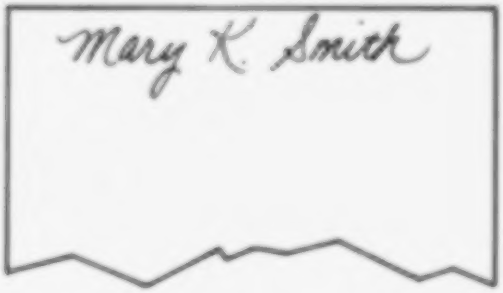
______f. Is a convenient way to pay bills

______g. Provides record of money spent

TEST

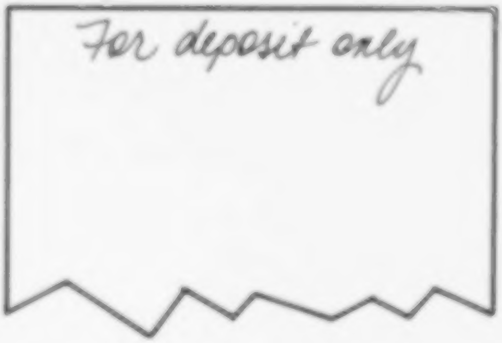
5. Identify types of check endorsements. Write the correct names in the blanks.

Blank endorsement **Special endorsement** **Restricted endorsement**



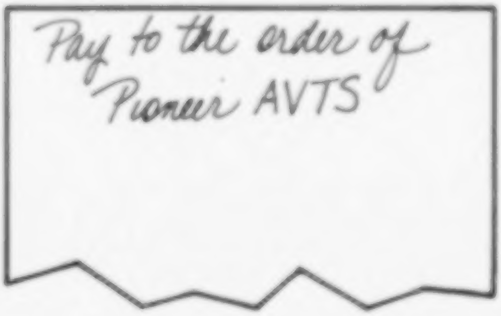
a. ____________________

____



b. ____________________

____


Pay to the order of
Pioneer AVTS

c. ____________________

____

TEST

6. State two ways to request stop payment on a check.

a. ____

b. ____

7. Select from the following list points to remember when writing checks. Write an "X" in the blank before each correct answer.

______a. Write in pencil

______b. Write in ink

______c. Write clearly

______d. Print only

______e. Let payee fill in amount of check

______f. Fill in all blanks

______g. Use correct date

______h. Omit all decimals

______i. Cross out and erase if necessary

______j. Place decimal correctly

______k. Write amount close to dollar sign so that it cannot be changed

______l. Write amount in words as far to the left as possible in the space given; fill in unused portion with a wavy line

______m. Sign all checks as soon as the bank sends them to you

______n. Never sign a blank check

______o. Do not cross out or erase on the check

8. Arrange in order steps in writing a check. Write a "1" before the first step, a "2" before the second step, and so on.

______a. Write name of payee

______b. Write amount of check in words

______c. Write amount of check in numerals (numbers)

______d. Write correct date

______e. Write reason why check is written

______f. Write signature on check

TEST

9. Select from the following list points to remember when writing deposit slips. Write an "X" in the blank before each correct answer.

_____ a. Write your age on deposit slip

_____ b. Write name and account number on deposit slip

_____ c. Get copy of deposit slip with bank stamp on it

_____ d. Write date on deposit slip

_____ e. Sign deposit slip to receive cash

_____ f. Endorse back of deposit slip

_____ g. Endorse all checks listed

10. Arrange in order steps in writing a deposit slip. Write a "1" before the first step, a "2" before the second step, and so on.

_____ a. Write your account number

_____ b. List total coin

_____ c. Add amounts of checks, currency, and coin; enter figure as **TOTAL**

_____ d. Write your name and address in ink

_____ e. List total currency (bills)

_____ f. Subtract amount of cash desired from **TOTAL**, and enter as **NET DEPOSIT** or **TOTAL DEPOSIT**

_____ g. Write amount of cash desired in space after LESS CASH RECEIVED

_____ h. Endorse each check and list separately

_____ i. Sign name or initials in space opposite LESS CASH RECEIVED

_____ j. Write the date

11. Select from the following list reasons for keeping a check register. Write an "X" in the blank before each correct answer.

_____ a. Keeps record of checks written

_____ b. Helps avoid overdrafts

_____ c. Makes a good diary

_____ d. Shows dates of checks and deposits

_____ e. Shows balance at all times

TEST

_____f. Keeps record of deposits made

_____g. Is against the law not to keep

_____h. Gives record to compare with bank statement

_____i. Gives writing practice

_____j. Provides reason for buying a calculator

12. Enter checks, deposits, and service charges in a sample checkbook register. Show addition, subtraction, and new balance.

Check #104--$50.00; date 1/11/82; to Deal's Hardware
Check #105--$12.00; date 1/14/82; to Acme Electric Co.
Deposit--$100.00; date 1/9/82
Service charge--$1.85

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (−)		✓ T	FEE (IF ANY) (−)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 214	80
			$			$	$			

13. State reasons for reconciling a bank statement.

a. ______________________________

b. ______________________________

c. ______________________________

14. Arrange in order steps in reconciling a bank statement. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. List and add total outstanding deposits

_____b. Subtract service charge from checkbook register

TEST

______c. Compare amounts on cancelled checks and deposits in bank statement with amounts written in checkbook register

______d. Subtract total outstanding checks from total of bank balance and outstanding deposits

______e. List and add total outstanding checks (those not returned to bank or checked in your register)

______f. Arrange cancelled checks numerically

______g. Check off (✓) all cancelled checks and deposits in checkbook register

______h. Circle checkbook total to show that you agree with bank

______i. Add total outstanding deposits to balance shown on statement

______j. Make sure that adjusted bank balance and adjusted checkbook balance are equal

15. Select from the following list steps in opening a savings account. Write an "X" in the blank before each correct answer.

______a. Fill out signature card, giving personal information

______b. Fill out checking account deposit slip

______c. Sign your name on deposit slip

______d. Sign your name on signature card

______e. Give completed form to person opening your account

______f. Fill out a savings account deposit slip

(NOTE: Test questions 16-19 list the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

16. Write deposit slips.

17. Write checks.

18. Keep check register.

19. Reconcile a bank statement.

BANKING
UNIT V

ANSWERS TO TEST

1. a. 4
   b. 6
   c. 1
   d. 3
   e. 2
   f. 5
   g. 12
   h. 13
   i. 7
   j. 9
   k. 15
   l. 10
   m. 18
   n. 16
   o. 14
   p. 17
   q. 11
   r. 8

2. a, c, f, g, h

3. a. 1
   b. 6
   c. 2
   d. 5
   e. 3
   f. 4

4. a, b, f, g

5. a. Blank endorsement
   b. Restricted endorsement
   c. Special endorsement

6. a. In writing
   b. By phone

7. b, c, f, g, j, k, l, n, o

8. a. 2
   b. 4
   c. 3
   d. 1
   e. 6
   f. 5

ANSWERS TO TEST

9. b, c, d, e, g

10.				
	a.	2	f.	10
	b.	5	g.	8
	c.	7	h.	6
	d.	1	i.	9
	e.	4	j.	3

11. a, b, d, e, f, h

12.

RECORD ALL CHARGES OR CREDITS THAT AFFECT YOUR ACCOUNT

NUMBER	DATE	DESCRIPTION OF TRANSACTION	PAYMENT/DEBIT (-)		√ T	FEE (IF ANY) (-)	DEPOSIT/CREDIT (+)		BALANCE	
									$ 214	80
—	1-9	DEPOSIT	$			$	$ 100	00	314	80
104	1-11	DEAL'S HARDWARE	50	00					264	80
105	1-14	ACME ELECTRIC CO.	12	00					252	80
		SERVICE CHARGE	1	85					250	95

13. a. A check you have written may not have arrived yet at the bank

    b. A deposit may have been made after your statement was mailed

    c. You may have made an error in arithmetic in your checkbook register

14.				
	a.	6	f.	2
	b.	1	g.	4
	c.	3	h.	10
	d.	8	i.	7
	e.	5	j.	9

ANSWERS TO TEST

15. a, d, e, f

16. Evaluated to the satisfaction of the instructor

17. Evaluated to the satisfaction of the instructor

18. Evaluated to the satisfaction of the instructor

19. Evaluated to the satisfaction of the instructor